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Code Switching As A Teaching Strategy In Efl Classrooms Of Rajabhat Universities In Thailand

Sunattha Krudthong*, Kirk Person, Cholticha Sudmuk, Phuwithch Ngiwline
Graduate School, Suan Sunandha Rajabhat University, Bangkok, Thailand
Yothin Saweangdee, Mahidol University, Nakhon Pathom, Thailand
Behrad Aghaei, University of Michigan
Corresponding Author-**Suwaree Yordchim** (suwaree.yo@ssru.ac.th)
*Doctor of Philosophy Program in Linguistics, Email: sunattha.kr@ssru.ac.th

ABSTRACT
The study aimed to explore the phenomenon of code switching in EFL classrooms in four Thailand's Rajabhat universities to solve the problems of Thai tertiary students' low English proficiency and a great controversy among scholars if code-switching is effective in Thai EFL classrooms considering its non-internationalized curriculum. The techniques of classroom observation, recording and questionnaire survey were used to achieve the objectives of this study. The 8 EFL lecturers in different English language- related faculties and majors were selected and asked for their permissions to observe and audio-record the lectures to examine the code switching behaviors in the classroom. After transcribing and analyzing the data, the result suggested that code-switching to L1 and translanguaging between L1 and L2 are significantly used as a pedagogical strategy in the English language classrooms at different frequencies, types and purposes. The lecturers code-switched with the average of 58 times for EMI lecturers and 302 times for BMI and TMI lecturers within each 3- hour class and in both directions in BMI and TMI classrooms and from English to Thai only in EMI classes. Primarily, they code switched in inter-sentential patterns the most. The majority of the code-switching occurred in order to fulfill academic and pedagogical goals

Keywords: Code-switching, Bilingual Education, EFL classroom teaching

1. INTRODUCTION

The 21st century is an era in which our world is rapidly moved forward by the role of technology and communication which are the drivers of change and development. So, human beings should be skilled at 21st century life. International skills (Internationalization) is another skill that is important to 21st century living skills, which means that learners must acquire communication skills, knowledge and understanding of people from different cultures and are able to work with those. The role of language is; therefore, related to international skills acting as a communication tool between each other (Darasawang, 2007). Moreover, English, as a major contributor to entering the ASEAN Economic Community, is considered the world's language which will drive the development of cooperation projects between parties of member countries in the ASEAN region. Learning English as an international language is essential for all learners. Teaching practice is one of the keys to promoting and

supporting new learners to the new learning environment as well as preparing learners and enabling them to acquire life skills. In the 21st century, teachers act as a facilitator to learners so students practice and learn from their own experiences eventually leading to a lifelong learning process (Anchanida Wankong, 2016).

However, Thailand has continuously experienced the students' low English proficiency when compared to other countries in the region. The incident is a great concern to government sectors and educational managements (Person, 2021). These can be seen from the domestic and international evidences. The national academic average test scores (Basic O-NET) in English subject is with a total score of 100 points. From 414,688 of Mathayomsuksa 6 students, 40.30 percent of them had received low points in the range of 10.01-20.00 (Institute for Testing National Education, 2014, Intakaew, 2017). In 2016, the Grade- 12 ONET exam average English score was 24.98% considering the lowest of the five subjects tested (Person, 2021). In the regional and international levels, a number of reports about ranking of Thai proficiency in English have been found. A study of Waluyo (2019) has found that, on average, Thai EFL learners in a Thai university had A2 English proficiency level, considered as basic users in CEFR. The result indicates that Thai EFL learners are likely to be at one level behind the targeted English proficiency level implemented by the Ministry of Education (Standard level B1 for high school graduate). Also, Thailand's English proficiency ranking among non-native English speaking countries has plunged for the third consecutive year to 74th out of a total of 100 countries, according to the EF English Proficiency Index 2019 (Education First, 2019), prepared by Swiss-based Education First. The latest ranking has placed Thailand the third lowest among countries in Southeast Asia for English proficiency. Even though the accuracy of the index is still questionable in that the test is done voluntarily by only some English language learners in Thailand and it does not represent all samples in Thailand, the index is more or less provides the overview of how critical the English proficiency in Thailand is. Moreover, the number of people who took this test in each country was not revealed so it is difficult to compare the results from all countries (Person, 2021). In 2019, average scores on the international TOEFL and IELTS test in Thailand came in at 76 and 5.3, respectively (Education First, 2019). TOEFL scores among the surveyed countries ranged from a low of 61 to a high of 100. The British Council index also showed that Thailand's English-language teaching and learning were behind other ASEAN countries (Assavanonda, 2013). Consequently, the issue of using L2-only medium of instruction in EFL classroom will hinder students from newly-input language contents but using excessive first language will impair students' target language exposure and practices is one of the controversial discussions .The fact that students in EFL classrooms already speak at least one other language and that teachers and students usually share the same native language is overlooked in TESOL methodology (Kerr, 2019). This gap implies that teachers are hesitated when and how to use students' local languages in their teaching (Kirkpatrick, 2012, Kaur et al.,2016, Seangboon, 2017, Waluyo, 2019, Hallinger and Lee, 2011). The possible factors that

contribute to the issue is 1) negative attitude towards the use local languages in English language classroom which is related to the stereotype of traditional English language teaching approaches that encourage little or no use of students' first language such as Communicative Approach and 2) bilingual pedagogy notion of the use of students' first language which is believed to help develop target language proficiency as a scaffolding (Kaur, et al., 2016, Kerr, 2019). The school of experts in bilingualism emphasizes in sociocultural theory that believes in the relationship between community, culture, learner activity and context will enhance the language teaching and learning process. In Thailand's setting, according to BEC's motivation in the use of appropriate teaching methodologies that should be in accordance with the culture of native speakers (Ministry of Education, 2008) and the National Education Act reform which focuses on four major areas; Language for Communication, Language and Culture, Language and Relationship with other learning areas, and Language and relationship with Community and the World, the gap has been created as a great challenge for Thai universities (regular program) to be aware in deciding the appropriate medium language of instruction for their students.

Rajabhat Universities in Thailand, formerly known as Teachers' Colleges, were established nationwide to mainly serve the need of teacher education in different fields (Siriwan, 2007). English language has been included in the Rajabhat university curriculum in Thailand as a fundamental and compulsory subject, especially at tertiary level (Office of the National Education Commission, 2001). From different recent research focusing on Rajabhat students' English proficiency, it is found that Rajabhat students are experiencing a slow development in English language acquisition of all skills needed; speaking, listening, writing, and reading (Jantasin, P. and Pantawee, T., 2020, Noom-ura, 2013, Somkittikanon, A., 2016). Thitivesa, D. and Essien, A.M. (2013) suggested that students who do not meet the required standard would not qualify for the degrees offered and would encounter the problems when entering the domestic and international employment industry.

Yordming (2013) explored the difficulties of English pronunciation that Pranakorn Si Ayutthaya Rajabhat students have faced; the difference in the sound system of Thai and English. She found the two influential contributors; the non-existence of final sounds and some English consonants in Thai sound system.   This is consistent with Yangklang's (2013) study of English stress and intonation pronunciation of the first year students at Nakhon Ratchasima Rajabhat University. She reported that Thai native language and borrowing words from English have influenced the English pronunciation in real life speech since the students tend to speak English words without stress and intonation. This behavior is confirmed by the research of Winaitham, W. and Suppasetseree, S. (2012) on the investigation of English pronunciation errors of Thai undergraduate students at Kamphaeng Phet Rajabhat University which showed the mispronounced words with very high error in stress and stress placement. This ultimately results in poor speaking skills. The recent research of Jantasin, P. and Pantawee, T. (2020)

also discovered that speaking was reported the highest level of difficulty perceived by the students and the skill with the lowest level of difficulty is writing. Somkittikanon, A. (2016) has revealed in her research findings about English communication of the second year students of Bansomdejchaopraya Rajabhat University that they have encountered a great number of concerns when communicating in English. Those concerns are of the areas of English grammar, pronunciation, vocabulary, oral proficiency. The concerns include students have no confidence of using English grammar in real-life situations, students forget the usage of English grammar while communicating, students cannot make the listeners understand what they have said because of their pronunciation, students do not know enough English words to form a conversation, participant students cannot recall English words while speaking in public, participant students cannot pronounce English language fluently when speaking in front of the interlocutors, participant students have less practice of English speaking skill.

The study of Mongkol (2009) brought about the vocabulary concerns of the First and Second year students from English major, Petchburi Rajabhat University. The findings showed that students tended to forget the words they have learnt because there are a large number of words in a language. Those include slangs, jargons and technical terms. Some students feel hesitant when they see new words. Siriwan's (2007) research result also supported that attention to vocabulary acquisition seemed to be lower when compared to other skills in English learning. Language learners put less emphasize on vocabulary so that she mentioned that vocabulary often seems to be the least "systematized" when compared to listening, speaking, reading, writing, grammar, or pronunciation learning. For writing skills, Thitivesa, D. and Essien, A.M. (2013) discovered about students' common grammatical errors such as subject-work disagreement, pronoun-antecedent disagreement, incorrect pronoun case, incorrect verb tense, dangling sentence, comma splice and long complicated series (i.e., semicolon needed between the elements of series).Chotirat and Sinwongsuwat (2011) suggested that the majority of students still have difficulties to communicate in real world situations when they are outside classroom. They still make several incomplete sentences or wrong word and sentence order in their conversations and produce unnatural speech. It is implied that chances to practice communicative activities are needed for EFL students in order to allow them to cope with issues that are expected to occur in real-life conversation.

Kerdpipat, R. (2016) studied about the students' motivation in learning English as a foreign language at Muban Chombueng Rajabhat University. The students have not shown great awareness in learning English. A large number of students failed the university English language proficiency test based on CEFR level B2 which is required to qualify for the bachelor's degree. These behaviors signal the students' lack of motivation to learn English. Phonhan (2016) raised concern from his study with the students of the Faculty of Education at Buriam Rajabhat Unversity (BRU) that when comparing with other competencies, language competency is of the highest concern and in need of improvement. Thai Rajabhat

University students, yet, do not meet the standard of effective English proficiency. He advised that suitable learning styles and strategies must be revealed for solving problems in English language learning. Unlike U.S.A., English, in Thailand, is used as a foreign language. This results in low exposure of English and small opportunities to practice English in real- life situations for Thai Rajabhat students (Jantasin, P. and Pantawee, T., 2020). The idea is confirmed by Essien, A. M.'s (2018) comment about Thai students' limited chances of using English outside the classroom.

Due to these learning constraints, the teaching and learning process of English has been aware of and put a great emphasize on by Thai educational management in order to enable its students to gain maximum exposure of English in the classroom. Thus, teacher behavior has become the most significant factor in facilitating learning environment for students to achieve higher language competency. Assigning suitable proportion, pattern and realizing the function of L1 and L2 in each class through code-switching technique is significant for language lecturers and gains the highest priority. Whereas there are several studies on the Rajabhat Universities aforementioned, it seems the Rajabhat Universities selected for this research have not been explored in this problem. To fill this gap, researching in code-switching behavior and characteristics in this study is designed to ensure its application at its best in the English language classroom. Its findings can be applied as a teacher's classroom practice to enhance sustainable students' English proficiency.

2. LITERATURE REVIEW

2.1 Defining Code-Switching
Gardner-Chloros, P., (2009) claimed that in many societies where more than one language is being used, code-switching is the normal way of expressing oneself. Code-switching can be caused by new conversation-partners, change of topic or place or other factors. Code-switching is an important and inevitable feature of communication in every society that uses different varieties of language or in bilingual or multilingual communities. Wardhaugh (2010) commented that code-switching is seen by linguists as an unpredictable phenomenon. It is difficult to tell exactly when, linguistically and socially, code-switching occurs. Sociolinguists focus on how bilinguals switch between two languages in communication practice and the function of the languages in a bilingual community. Studies pertaining to code-switching can help us understand how languages can interact in language processing and in this way the cognition of bilingualism can be better understood. A clear understanding of the term "code" should be made before studying other issues. To be easily understood, "Code" has been defined as "a language or a dialect that people use for communication" (Sakaria and Priyana, 2018). Besides, Margana (2010) has also provided broader definition of code. She commented that "Code" is used not only to refer to "languages" but also refers to "varieties" which include "dialects" and "styles" in the same language. Margana (2014) asserted in bilingual or multilingual contexts, especially in bilingual classrooms, the application of two

or more codes are commonly found for communication effects. So, the definition of "code switching" was proposed by some experts and can be concluded that code-switching is defined as an alternation of two or more languages used in communication exchange. In linguistics perspective, code-switching refers to the use of more than one linguistic varieties; the syntax and phonology of each variety (Sakaria and Priyana, 2018, Margana, 2010, Promnath and Tayjasanant, 2016, Kumtanit and Srisakorn, 2016, Jingxia L., 2010). Code-switching serves several functions. From the societal perspective, Gardner-Chloros (2009) suggested the underpinning reasons of code-switching that it occurs primarily because of people's attempting to get involved in conversation and express their ideas and feelings recognized to others in multi-language societies where languages have varying roles. Code-switching can also be a tool to solve a conflict among people; however, deficiency in the target language is also seen as a reason for people to code switch in multilingual contacts.

2.2 Code Switching Types

Code-switching (CS) is the most major linguistic phenomenon found in the bilingualism community contact. Socially, code-switching is performed by bilingual speakers mostly from their native language (L1) to the target language (L2) in various social contexts (Hussein et al., 2020). If monolingual speakers in a diglossic environment use the low (L) variety and the high (H) variety at intralingual level, it can also be considered as code-switching (Ferguson, 2009). Li Wei (2007) discovered that CS can occur in many forms through the language system from narrative, discourse, sentences, to words and phrases. CS is a grammatical integration of one language in another. This is consistent with Poplack (1980)'s idea that code-switching was categorized according to the degree of integration of the phonological, morphological and syntactic patterns of one language (L1) to those of the other language (L2). When it occurs within a sentence it is called intrasententional, when it occurs from one sentence to another, it is called internsententional. (Warough, 2010). Poplack's framework (1980) has described three different types of switching namely tag switching, inter-sentential and intrasentential switching. Each is characterized by switches of different levels of constituents, and each represents different degrees of bilingual ability (Poplack, 1980,Romaine, 1995).

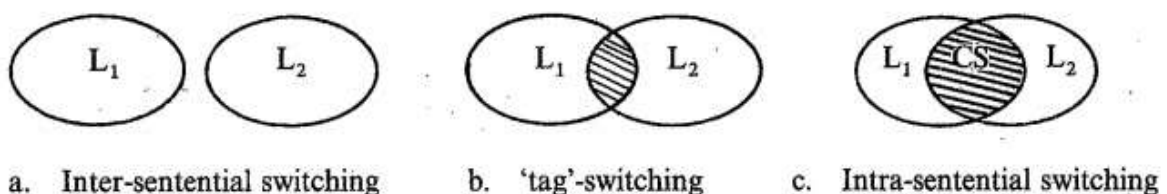a. Inter-sentential switching   b. 'tag'-switching   c. Intra-sentential switching

Fig 2.1: Representation of bilingual code-switching grammars (Poplack, 1980)

Intra-sentential switching or code-mixing takes place when linguistic elements such as nouns, noun phrases, verbs, verb phrased, pronouns, adjectives, adverbs etc. are alternated within the clause or sentence

boundaries. Words, phrases and sentences from two different languages are embedded in a sentence (Brice, 2000). It is the most frequently found in the statements (Margana 2010) and typically produced by fluent bilinguals who can incorporate the syntactic rules of two languages within a statement. Brice (2000) also suggested that intra-sentential code switching is beneficial for utterance repetition. A message can be repeated in L1 and L2 for content emphasis. AlHeeti and Abdely (2016), Novianti (2003) , Koban (2013) and Mohamad (2019) found that intra-sentential code-switching is more frequently used than the two other types in their CS research in sociolinguistic context. For EFL classrooms, Bhatti et al (2018), Alkhawaldeh (2019) and Abdollahi et al. (2015) revealed the dominant CS patterns found during the observation of the lectures of EFL classroom were intra-sentential code-switching. One of Poplack's paper title (1980) is a good example of intrasentential CS:

Sometimes I'll Start a Sentence in EnglishY termino en espanol.

Translation: Sometimes I'll Start a Sentence in English and finish it in Spanish.

Inter-sentential switching means "alternating some linguistics elements from one language to another language across sentence boundaries"; therefore, it occurs at a clause or sentence level. Inter-sentential switching can occur due to greater fluency in both languages than tag-switching and the statement must follow the rules of both languages (Romaine 1995). AlHeeti and Abdely (2016) suggested Inter-sentential CS is more difficult than intra-sentential CS as it requires grammatical, morphological, and textual knowledge in both languages. Brice (2000), Jiangxia (2010), Rahimi and Jafari (2011) and Hyginus Lester Junior Lee (2010) found during their classroom observations that the dominant pattern used in ESL and EFL classrooms is inter-sentential code-switching. An example of inter-sentential CS between Malay and English is provided below by AlHeeti and Abdely (2016) :

Itula. Mama dah agak dah. Adiknidemamni , Pity you, your voice also different already.

Translation: That's why. I knew it. You are having a fever. Pity you. Your voice sounds different
already.

Tag-switching refers to the insertion of a tag phrase from one language into an expression from another language. Mostly, greeting or parting phrases are inserted the tag-switching. Since tags do not make grammar or meaning changes, they are easily and regularly found in a monolingual statement without disrupting grammatical rules (Poplack, 1980, Romaine, 1995). This type of CS occurs the most easily occurred since tags typically contain least grammatical rules. They do not break grammatical rules. Tags involve interjections, fillers and idiomatic expressions. For instance, common English tags are "you know", "I mean" and "right". The three types of CS; tag, inter-sentential and intra-sentential switching, by Poplack (1980) will be employed as the framework conducted in this study in order to pinpoint which one of these is more frequent and also to look for possible clarifications

of low and high frequencies of CS types as used in the EFL classrooms.

Gumperz (1982) proposed the concepts of "situational and metaphorical" switching. Situational switching refers to change in participants and/or strategies while metaphorical switching involves only a change in topical prominence. Wardhaugh (2010) compared code switching in languages and defined two varieties of code-switching: situational and metaphorical. Situational code-switching occurs "when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one". No topic change is included. People also change the language used when there is a topic change, this refers to metaphorical code-switching. It is interesting that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. Metaphorical switching is a more complicated phenomenon. The choice expresses certain social values. In this study of Thai and English codeswitching in EFL bilingual classroom, Gumperz (1982) model of code switching will be employed to analyze the data. However, only metaphorical CS will be used because it directly relates to the context of EFL classroom.

2.3 Classroom Code-Switching
In the educational context, the suitable and effective type of teaching program and classroom technique are widely discussed by educators to find out what can best facilitate the development of bilingual abilities. (Nunan and Cartar, 2001). Over the past decades, increasing interest in code-switching has activated a variety of studies and theoretical debates. There has been much debate in using code-switching in foreign language learning (Kerr, 2019).

In the classroom context, Bilingual teachers and students typically code- switch between First language (FL) or L1 to Target language (TL) or L2 for communication with students for several reasons namely, social, pragmatic, communicative, personal, and affective (Gulzar, 2010; Peregoy et al., 2011; Söderberg et al., 2003). Code-switching in the classrooms is mainly practiced as a means for communication, enhancing students' better understanding the taught contents , and enabling a smooth connection of instructions and classroom management. Promnath and Tayjasanant (2016) showed examples of CS functions in classrooms which are task management, task clarification, vocabulary and meaning exploration, grammar presentation, checking comprehension and feedback explanation. In Thailand, CS is seen as a tool to assist with understanding, reducing stress, encouraging the expression of feelings, effectively managing classes, controlling behaviors. Several CS functions have been found from the research of Promnath and Tayjasanant (2016) and are divided as pedagogical functions (clarity, emphasis, asking questions, translation, and comprehension check) and social functions (organizing the class and encouraging students), Moreover, formal code-switching type was employed as a teaching technique in order to achieve the goals of the course, and teachers use informal code-switching for social interaction with students in order to create a good educational atmosphere in the classroom. Mingfa

Yao(2011) found from her research that teacher who code-switch can express themselves freely and clearly and that certain features of language teaching such as grammar instruction and new words are preferably expressed in the L1 of the students. Code-switching also functions as a resource for the management of classroom. Particularly, alternating languages often signals a change of topic (Ferguson, 2003) from lesson content and to class management — to discipline pupils, to attend to latecomers, to gain and focus pupils' attentions. In relation to interpersonal relations, teachers who switch codes can better encourage students and better occupy students' attention. Jingxia (2010), who investigated code-switching in Chinese classrooms maintained that it was mostly used to (1) translate unfamiliar words, (2) explain grammar, (3) manage a class, (4) display sympathy and friendship to students, (5) shift topics, (6) get students' concentration, and (7) assess their understanding.

Ferguson (2009) proposed the pedagogical functions of classroom code-switching taxonomy. It is categorized to 1) CS for constructing and transmitting knowledge/curriculum access 2) CS for classroom management for indicating a topic shift, managing pupil's behavior such as motivating, disciplining, and praising them and 3) CS for interpersonal relations for humanizing classrooms. At micro level, Ferguson (2009) suggested code-switching can fulfil several functions, namely, clarifying unfamiliar concepts, summarizing a certain idea, greeting and interacting with students.

Littlewood (2011) suggested that code switching is expected to work as a bridge between first language and target language in order to assist students' comprehension of the language lesson. This employment of teaching strategy strategically maximizes students' use of second language by efficiently and effectively directing activities while using the first language. Therefore, code-switching is performed to use as a tool to scaffold when communicating complex meanings, explaining cognitively difficult material without instruction in another language and to ensure that understanding is highly achieved. Eldridge (1996) commented that code-switching is used by teachers as a scaffold for learning, when the first language or mother tongue is used to explain cognitively difficult or new concepts.

Duff and Polio (1990) discovered that the teachers switch to the L1 mainly to explain grammar, to manage the class and maintain discipline, to index a stance of empathy or solidarity towards students, to translate unknown vocabulary items, and to help students when they have problems of understanding. Codeswitching can be used as a strategy to maintain classroom management as it works as a powerful approach to give orders as well as a means to emphasize important key terms and establish constructive social relationships and maintaining control over the classroom environment.

Manara (2007), Jingxia (2010) and Nguyen et al., (2016) suggest the main factors contributing to the occurrence of code switching. Those are the nature and the difficulty of the subject, the teacher's and students' level of English proficiency, the goal of the course and time saving requirement and scarce classroom resources as Manara (2007)

mentioned that the frequency of code switching significantly depends on the difficulties of the subject content.

2.4 Arguments And Attitudes About Code Switching In The Classrooms

Code-switching is seen as a phenomenon and strategy of foreign language teachers received attention in the 1980s. From then on, there has been the heated debate between different views on whether it is helpful or impeding to switch back and forth between the target language and the native language in the foreign language learning classroom.

Sakaria and Priyana (2018) proposed many comments for supporters of the target language – only use in second or foreign language classrooms. It is believed that by employing the target language exclusively as a learning technique familiarizes students to scaffolding their newly-input language system through communication practices whereas code-switching will hinder students from using the target language both as a language of instruction and communication. Using extensive target language in classroom will help students to expose to target language, especially in case classroom is the only source of exposure ; moreover, students can achieve a native-like skills of the language facilitating students' familiarity to the target language. Auerbach, R. E. (2001), Macaro (2001) and Cummins ,(2007)confirmed that target language should be the predominant language to be used in foreign or second language classrooms, both as a language of instruction and communication. The underpinning reason is that extensive language interaction to the target language will help students to achieve a native-like command of the language constructing the target language in classroom to be the only students' main source of their exposure .Willis (1981) stated that some teachers and researchers in EFL expressed concern to minimize code-switching in the classrooms commenting that the switches either indicate a failure to learn the target language or an unwillingness to do so. Cummins (1992) likewise discussed that "progress in the second language is facilitated if only one code is used in the classroom, asserting that the teacher's exclusive use of the target code will counteract the 'pull' towards the native code".Macaro (2001) and Ellis (2015) agreed in the elimination of code-switching use in EFL/ELT classes in order to maximize the exposure of the target language. First, code-switching should be banned and L1 should not replace L2 because The more the L2 exposure students contact with, the faster the students learn. Second, avoiding code-switching causes the elimination of negative transfer and guarantees the maximum comprehension. Third, the avoidance of code-switching eliminates out-of-date methods such as the grammar-translation method which makes the learners' lack of proficiency and inability to communicate in their target language. To conclude, the prevention of code-switching is seen as an indication of 'good teaching practice' because it strengthens the use of L2 instead of L1. Yadav 2014 reported that most teachers feel that the use of L1 should be minimized and they feel guilty if they overuse it. It is the general assumption that English should be learned through English, just as you learn mother tongue. Manara (2007) suggests her findings in Indonesian context that most lecturers use English to explain

newly-input contents and grammar to maintain target language exposure in the classrooms.

However, advocates of cross-language pedagogical approach claimed that the use of students' first language considerably improves target language competencies and it should, included in the second or foreign language teaching and learning process as it would help students to understand difficult contents such as grammar and new vocabulary introduction as well as building social interaction between teachers and students. Besides, code-switching to L1 in the classroom is promoted by several educational organizations such as BBC, Cambridge and UNESCO (UNESCO, 2014, Jingxia, 2010, Sakaria and Priyana, 2018). UNESCO (2014) has given some reasons why bilingual education should also be based on L1. They pointed out that equally using L1 and L2 builds a foundation for learning and make education reachable for children as it improves literacy in the mother tongue (L1) and later in the second language (L2). Moreover, it enables learning both of academic subjects as well as the second language (L2) since children can focus on the content instead of stressing to understand the language of instruction and finally leads to improve the quality of education by promoting understanding and creativity rather than repetitive memorization. Therefore, both L1 and L2 can be used at school as they highlighted that it is not a concern of using one or the other language, but of using both languages. Yadav (2014) added that L1 plays a key factor of Second Language Acquisition as learners use it as a resource to arrange and re-arrange the L2 newly-input data.

Moreover, some research results showed that using English a medium of second or foreign language teaching affected learners' involvement in English lesson and that it impacted negatively on learners' year end achievements. Simasiku, et al., (2015) and Forman (2005) supported by his ethnographic study of how L1 is used together with L2 in Thai EFL classrooms that Thai EFL setting is different from ESL setting in the U.S. regarding that students have less exposure to the target language outside classrooms and it is recommended as a bilingual pedagogy to use both L1 and L2 in Thai EFL classrooms to explain meaning to some students with low proficiency of the target language.

From a classroom perspective, code-switching in the classrooms is mainly introduced to ease the classroom communication, both increasing chances for students to understand the lessons well, and enhancing a flow in classroom instruction. This indicates that the practice of code-switching in the classroom helps to fill the gap of miscommunication between the teacher and the students when it comes to giving instruction, discipline and expressing key points and new concepts in order to enable equivalent learning opportunities and enhanced teaching practices (Fauziati et al., 2018). The study of Simasiku et al.,2015) found that teachers perceived Code Switching as enhancing academic achievement because it enhanced learners' learning of the English language, improved the way learners answered questions, and that it enhanced teaching and learning of English as a second language. It is believed that learners would be actively involved in their learning, understand the

subject matter better and the difficult English concepts would be better interpreted by learners in the language that they fully understand. This present study will bring theoretical and empirical evidence to support the use and the interest of code switching in the role of pedagogical strategy contributing to SL and FL teaching and learning in bilingual context.

2.5 Code-Switching And Tranlanguaging

Translanguaging is considered the modern term in language alternating phenomenon and can be defined as the using one language to emphasize the other in order to increase the leaner's understanding of, and ability to use, both languages (Lewis, Jones and Baker, 2012). Cahyani et al. (2016) further explained as the practice of shifting between languages spontaneously and simultaneously. In educational setting, translanguaging is a pedagogical approach that alternates the use of two or more languages for input and output in the same lesson (Cenoz and Gorter, 2018). Translanguaging hypothesizes that bilingual speakers have one linguistic repertoire and they use the linguistic features strategically to achieve communication goals (Cahyani et al., 2016). Translanguaging sees language speakers from a multilingualism perspective with a belief that the multilingual speakers are with the Whole Linguistic Repertoire viewing languages as a non-boundary units because multilingual speakers tend to use linguistic elements from the different languages in their communication utterances. So, their speech can be inventive and different from the standards of monolingualism (Cenoz and Gorter, 2018). The distinction between translanguaging and code-switching should be made clearly to avoid misunderstanding. Code switching is a term to explain the discrete use of any two languages (usually L1 and L2) with a distinct boundary between the two languages while translanguaging is known as using languages in a unity way or combining languages into one language system of the total linguistic repertoire (García, O., and Lin, A. M. Y. ,2016). The separating boundary between the two languages is not clear. Code-switching is a language change occurrence based on linguistic features while translanguaging is an alternation of languages based on sociolinguistic factors and focused on the function of conveying the meaning or making sense in communication. Therefore, translanguaging is seen an a communicative tool of bilinguals. (García and Wei, 2014, García, 2009, Kampittayakul, 2018).

In modern era, translanguaging is an umbrella term referring to pedagogical strategies used to learn languages based on the learners' whole linguistic repertoire. It can refer to a natural multilingual performance that can be applied in language learning. Multilingual learners can also transfer cross-linguistically the prior knowledge of their first language to learn additional languages. In language learning context, the knowledge from one language will help develop the other language(s) (Cahyani et al., 2016). Translanguaging ,in education context, focuses on the idea of two languages are used in an integrated way to enable the cognitive development in learning. Translanguaging has been seen as a recent model in bilingual classroom teaching (García, 2009) by using the two languages simultaneously to clarify the meaning and the understanding of the

content. Baker (2011) gave the emphasis that classroom translanguaging is employed more on "the functions and activities than on the forms of language".

3. RESEARCH DESIGN

3.1 Research Questions

The study aimed to explore the phenomenon of code switching in EFL classrooms in four Thailand's Rajabhat universities in the North, North East and South of Thailand to solve the problems of Thai tertiary students' low English proficiency and a great controversy among scholars if code-switching should be used in the classrooms and when and how to use students' local languages in their teaching. The present study is specifically designed to answer the following questions:

1.7.1. Is code-switching phenomenon used as a teaching strategy in EFL classroom?

1.7.2 What is the main pattern of code-switching in the EFL classrooms?

1.7.3. What are the functions of code-switching used in EFL classroom?

3.2 Methods

In this study, a survey research was designed by using quantitative method consisting of a questionnaire and classroom recordings. Quantitative method is used due to it is beneficial for gathering and analyzing observatory data such as exploring the characteristics and the context where code-switching takes place. Its aim is to investigate CS behavior, CS functions, and CS types. On the first phase, quantitative method was applied for classroom observations. Conversation of lecturers and students on English class teaching was recorded on audio and video tapes. Also, questionnaire survey was collected from the lecturers after class. On the second phase, quantitative method was applied for code- switching analysis from classroom observations. The data on tape were transcribed and coded (labelled and numbered for frequency count and analysis and finally, presented for answering research objectives and questions.

3.3 Data Collection

8 teachers were asked for their permissions to record the lectures by using audio and video tape, 2 lecturers from each university. A 3-hour English class from each lecturer was recorded on audio and video tapes. Questionnaire survey was distributed to the lecturers after class in selected Rajabhat Universities to find out their general perceptions on the use of code switching. In order to avoid behavior adjustment in the classrooms, the tape recorder was placed in each class without the presence of the researcher and without the research purpose identification. Classroom recordings are primarily used to collect the data for code switching frequency, pattern and function analysis.

3.4 Data Analysis

Quantitative method was applied for code- switching analysis from the questionnaire and classroom observations. The responses from the questionnaires were counted and read for written information.

They were used in analyzing teachers' proportion of L1 and L2 used and perception of code switching in the classrooms. The data on tape were transcribed into written forms for dialogue coding (labelling and numbering) and analyzing the relevant CS categories of frequency, direction, pattern and function from the data and presented for answering research objectives and questions. Only the teachers' utterances were counted for the behavior of code-switching. Students' questions and answers were excluded. The categories used in analysis were drawn from the literature review of code switching. The analysis form is used to record the frequency use, pattern and function of code switching between L1 and L2 by using tallies. Then the total number of occurrences of L1 and L2 was converted into percentages. Classroom recordings are primarily used to collect the data for code switching frequency, pattern and function analysis. The issue that needs to be considered when analyzing for code-switching phenomenon in the classrooms is Language Mode of Instruction. (LMI) as each lecturer has different proportion of the languages used in their classroom. The factors that cause the difference will be discussed later. In order to find out and assign the appropriate mode of instruction for each teacher used in their classrooms, the lecturers were observed from the classroom observation and the teacher questionnaire were distributed to teachers asking "During Lesson Delivery, You Use (Choose One)" (a) English all the time (b) Mostly English (c) Mixed equally English and Thai. (d) Mostly Thai. (e) Thai all the time. The lecturers are referred to as lecturer A – H. The teachers reported themselves as follows:

Table 4.1 : Teachers' classroom code-switching behavior (From questionnaire data)

Language use in lesson delivery/ Teacher	English		Assigned Mode of Instruction	
A	Mostly English		EMI	
B	Mostly English		EMI	
C	Mostly Thai		TMI	
D	Mixed Thai and English		BMI	
E	Mostly Thai		TMI	
F	Mostly Thai		TMI	
G	Mixed Thai and English		BMI	
H	Mixed Thai and English		BMI	

As seen From Table 4.1, the questionnaire data has revealed that all 8 participant lecturers more or less used Thai in the classrooms. Even though the lecturers have agreed in common that they preferred to use English as much as possible in the classroom, in reality, mother tongue cannot be avoided to make mutual understandings between lecturers and students and introduce L1 and L2 distinctions. Based on the instructors' questionnaire survey, within a three-hour class of each lecture, the result of language proportion used in each classroom

showed that two of them reported that they seldom used Thai (Teacher A and B), and used mostly English in their 3 hour classes. Three lecturers reported that they used English and Thai equally to teach the lessons (Teacher D,G,H) and three teachers used mostly Thai in their 3 hour classes with a small proportion of English (Teacher C,E,F).

The lecturers also reported some data that presumably contributes to the difference of language proportion used in the classrooms; namely the teachers' and students' English proficiency background, the nature of each class and the goal of each course. Table 4.2 below is the questionnaire survey results reporting the contributing factors causing the difference of language used in the classroom.

Table 4.2 : The factors of the difference of language proportion used in the classroom

FACTORS	TEACHER'S BACKGROUND			STUDENTS' BACKGROUND			COURSE NATURE		CLASSROOM BEHAVIOR
ITEM SURVEY/ TEACHER	Area of Study	Place of Study	Teaching Exp.	Overall students' English background	Mother's Tongue	Student Major	Course name	Topic taught	ON WHICH GROUP OF STUDENT YOU OFTEN USE LANGUAGE CS
A	Curriculum and instruction	Non-English-speaking country	>20 yrs.	moderate	Local	English education	Writing instruction	Approaches methods and techniques	Poor English background
B	English	Thailand	>20 yrs.	low	Local	English	Writing2	Narrative essay	Poor English background
D	Business English	Thailand	> 7 yrs.	low	Local	Non-English	English for careers	Personality, Present continuous	Poor English background
G	ESL	Australia	> 7 yrs.	moderate	Thai	English	English for secretaries and office	Office equipment	Regular
H	English Language Studies	Thailand	> 7 yrs.	low	Thai	English	English for Career Preparation	Job Interview	Poor English background
C	English	Thailand	> 7 yrs.	moderate	Local	English	Language for	English for	Regular

							Communication	Communication	
E	Language and Communication	Thailand	> 7 yrs.	low	Local	Music	English for Daily Communication	Describing people (Listening and Reading)	Regular
F	ESL	Thailand	> 7 yrs.	low	Thai	Laws	English for Daily Communication	What can you do there?	Poor English background

The result of from the questionnaire shows the background information of teachers and students that is considered as a factor of the difference of language proportion used in the classroom. Most teachers graduated in the area of English language or related fields in Thailand and non-English-speaking country. Only one has graduated from an English speaking country. But it is noticeable that the lecturer A and B have more total years of teaching experience (more than 20 years) than others and are considered a senior lecturer at the university. Consequently, they are more confident and more comfortable to use English as a dominant language in their classrooms. Others with less teaching years of experience prefer using more L1 in the classrooms. Furthermore, the students' background information influences the teachers' classroom behavior in that all teachers often use more or less code switching with Poor English background students. All teachers reported that the overall students' English background is at moderate and low level. The poor students' English background can be assumed from the location of each Rajabhat university and students' residence which are in the North, North East and South of Thailand). Moreover, the students speak only Thai and local dialects (Northern, North Eastern and Southern Thai) so they have less exposure to English outside the classroom . In particular, in this study case, the non-English major students (Music and Law) are highly affected so Teacher E and F reported that they use less English and mostly Thai to translate new vocabularies, lessons, grammar and give examples to enhance students' comprehension in English for Daily Communication course while Teacher A and B who taught English major students use mostly English in their classroom. Lesson nature and goal also play a key role in affecting the language proportion used in the classroom. From the questionnaire survey, the two classes of advanced writing (Writing 2 and Writing Instruction) are taught mostly in English while other ESP lessons (English for Career, English for Communication) are taught in mixed Thai and English. This can be assumed that teacher A and B use more English to teach English language skills which require a great number of drills in class so their students can understand and practice how to write an English essay and teach English writing effectively through students' presentation activity and the rest of the teachers use mixed language to explain new content and technical terms when they teach applied English lesson. For example, Teacher G and H, who teach the topics of office

equipment and job interview, reported that they need to explain the new words, phrases and complex processes in dealing with office assistance and job interview techniques so, instead, they use more Thai in class to ensure better students' attention and comprehension.

All the lecturers were asked to provide the purposes of switching languages in the classroom. They stated that they use code switching to serve several purposes namely:

Lecturer A :   (a) explain grammar, (b) get students' concentration, (c) assess their   understanding.

Lecturer B :   (a) translate unfamiliar words, (b) explain grammar, (c) assess their understanding

Lecturer D :   (a) translate unfamiliar words, (b)explain grammar, (c) manage class, (d) display sympathy and friendship, (e) assess their understanding

Lecturer G :   (a) translate unfamiliar words, (b) assess their understanding

Lecturer H :   (a) translate unfamiliar words, (b) assess their understanding.

Lecturer C :   (a) translate unfamiliar words, (b) explain grammar, (c) manage a class, (d) shift topics, (e) assess their understanding.

Lecturer E :   (a) translate unfamiliar words, (b) explain grammar, (c) manage class, (d) display sympathy and friendship to students, (e) shift topics, (f) assess their understanding

Lecturer F :   (a) explain grammar

The lecturers are also asked if the reasons why they use English in the classroom. The result from the questionnaire illustrated that all teachers agree to use English because

- English is an international language for education and work (Lecturer B,C,E,H)

- It is easier to explain concepts in English (Lecturer F,G)

- The students' major in English so they understand it (Lecturer A)

- It's the way for non- major students to practice English (Lecturer D)

- It's the policy of the school (Lecturer C)

eanwhile, the lecturers also reported the reasons they use Thai in class. Those reasons are listed as follows:

- To ensure learners' understanding (Lecturer A,B,C,D,E,F,G,H)

- To capture the learners' attention (Lecturer B,C,G)

- To explain concepts (Lecturer C,D,E,H)

- To Increase learner participation (Lecturer H,C)

By bearing these factors in mind, it is difficult for all teachers to have an equal language percentage used in the classroom so each teacher has their own percentage of languages used in the classroom according to their teacher experiences, students' English knowledge level, students' major and lesson nature and difficulty.

The level of English used in the classroom assigned the mode of instruction for each teacher in this study which is classified as EMI , BMI and TMI ; English mode(EMI), Bilingual mode(BMI) and Thai mode(TMI). No one delivered their lesson in (a) English all the time or (b)Thai all the time. EMI teachers used English almost all of the time. BMI and TMI teachers have a tendency to balance both Thai and English in their lesson. Due to the difference in classroom nature in terms of Language Mode of Instruction (LMI), this study will use this classification as a framework to analyze the data collected. For EMI data, only occurrences from English to Thai were counted while, in BMI classes, every switch was counted and numbered (both English to Thai or vice versa). The phenomenon of how English and Thai are used by all kinds of lecturer and the frequency of the switches will be explored from this analysis.

4. RESULTS

4.1 CS Behavior (RQ1)
The calculation of the CS frequency is based on 3- hour period of class of each subject teacher. The count is performed and combined to obtain the frequency and percentage of the instances. Among 3 categories of English teacher, BMI teachers used the highest CS while EMI teachers used the lowest CS.

For EMI teachers, every switch from English to Thai was noted. The theory of Matrix Language Framework by Myers-Scotton (1993), which proposed the matrix (base or dominant) language (ML) and the embedded language (EL) use of code-switching, was employed to detect the code switching discovered in the data. In this study case, the matrix or dominant language in EMI classroom context is English and the embedded or guest language is Thai. Table 4.3 presents the total times of each EMI teacher's codeswitching to Thai.

Table 4.3 : The total times of each EMI teacher's codeswitching to Thai

EMI Teacher	Direction English to Thai	Total (times/ 3-hour class)
A	51	51
B	65	65

The number of switching cases from English to Thai that occurred in the EMI classes was quite low demonstrating the low L1 use in the classrooms. Table 4.3 shows that Lecturer A made code-switching the least during his lesson. It is implied that the less CS instances are used, the more English is used. Lecturer B , the instructor of writing class, switched from the dominant language of MOI which is English to Thai only 65 times during her 3 –hour class period. The frequency use of CS from English to Thai was lower when compared to those teachers in BMI classrooms since all the EMI teachers commented that they were in the attempt to use English in the classroom. The teachers also tried to encourage students to speak and answer the questions in English even though it is not a speaking or communication class. Besides, from the classroom observations, the lecturers who are classified as EMI lecturers have more total years of teaching experience (more than 20 years) than others so they are

more confident and more comfortable to use more English in the classroom.

For BMI and TMI teachers, the table 4.4 below illustrates their CS behaviors. BMI and TMI teachers code switched from both Thai to English and English to Thai in various proportions. The table shows that the total frequency use of CS of the BMI and TMI teachers is 1817 times. Teachers typically switched from English to Thai with a total of 938 of times (52 %) during the three- hour recordings compared to the opposite direction of CS from Thai to English with a frequency use of 879 times (48 %). Averagely, the finding shows that teachers switch from English to Thai 156 times and Thai to English 147 times during a 3-hour class of each lecturer. The frequency of the switches was relatively high as there was at least one occurrence of CS in every conversation turn. It was found that the frequency use of English to Thai CS of all teachers was higher than or equal to those of Thai to English CS. This can be explained by the factors of the students' English proficiency and the difficult nature of the lesson. The data gained from the questionnaire shows that the overall students' English language proficiency is rated moderate to low, therefore; the teachers tend to offer L1 equivalent, translate vocabularies, phrases and sentences from English to Thai for the students' better comprehension. The more translation that occurred, the greater the switching frequency was. As shown in the English for Career Preparation of Lecturer H. The lecturer translated and tried to explain multiple times because the contents were quite detailed and difficult. This can be assumed that the more difficult the subjects are, the more frequent the switching is (Manara, 2007).

Table 4.4 : The total times of each BMI and TMI teacher's codeswitching from English to Thai and Vice Versa

BMI Teacher	English to Thai	Percentage	Thai - English	Percentage	Total(times/ 3-hour class)
C	45	52	41	48	86
D	201	54	171	46	372
E	175	51	168	49	343
F	142	50	144	50	286
G	160	52	148	48	308
H	215	51	207	49	422
Total	938	52	879	48	1817

As seen from the result above, the difference of CS frequencies from English to Thai and Thai to English is not higher than 10% both total and individual frequencies. It can be drawn from the result that BMI and TMI teachers code switched both directions in a nearly equal proportion. With this high rate of CS found in the bilingual classrooms, it sheds light on how we should classify this behavior. "Translanguaging" was proposed as a more appropriate term than "code switching" to explain such phenomenon in Thailand. EMI teachers had only the direction of English to Thai .This is because the classrooms' dominant language is English while Thai is only an embedded language or a guest language. While BMI and TMI

teachers had both directions (English to Thai and Thai to English). Comparably, it was also found that BMI had more the direction of English to Thai than TMI.

4.2 Cs Patterns (Rq2)

The Frequency analysis of the pattern of Code-Switching used by the teachers in these ESP classrooms is presented as follows:

Table 4.5 : Types of Code Switching in EFL classes (English to Thai and Vice versa)

Teacher	Mode of Instruction	INTER CS	Intra CS	Tag switching CS	Metaphorical CS	Total(times/ 3-hour class)
A	EMI	20	19	9	3	51
B	EMI	56	6	1	2	65
D	BMI	324	26	17	5	372
G	BMI	179	114	12	3	308
H	BMI	245	173	3	1	422
C	TMI	65	17	1	3	86
E	TMI	288	49	6	0	343
F	TMI	242	37	1	6	286
Total		1419	441	50	23	1933
Average		177	56	6	3	242
Percentage		73	23	3	1	100

In this study, Poplack's(1980) and Gumperz's (1972) classifications of code-switching are used as a framework to analyze the linguistic and discourse features of code-switching patterns both from English to Thai and vice versa. Table 4.5 presents the types of CS used by the teachers in these EFL classrooms. It is obvious that among all types of code switching, intersentential CS was used the most (with a total use of 1419 times or 73%) within 3-hour language teaching time by all types of teacher. Inter-sentential switching was used dominantly due to the nature of the English classes that were observed. The subjects involve a large amount of contents and tasks that require lecturer's formal lecture and feedback. Therefore, the lecturers used intersentential CS to convey contents in classroom context. Intrasentential CS was used the second most with a total use of 441 times within 3-hour teaching recordings or 23%. It is interesting that Intrasentential CS was predominantly used more in language teaching by BMI teachers (313 times from the total of 441 times) in ESP courses. This can be assumed that they tried to explain and translate the meaning of new terms and phrases with a quick and short translation from English to Thai so they used intra-sentential switching by integrating syntactic elements of English into Thai base sentences such as noun, noun phrase, verb, verb phrase, pronoun, adjective, adverb etc. within the clause or sentence boundaries. This makes languages used in the classrooms united and combined as one language repertoire to serve as a pedagogical tool (Baker, 2011). This behavior will be discussed in the next chapter. Lastly, tag switches were found very few at 50 times or 3 % and used as a sentence filler since they occur where tag part and main part of sentence are in different languages (Poplack, 1980) and metaphorical switches were used the least (23 times or 1%) to attract

the students' attention. Examples of CS pattern extract from classroom observations are as below:

Inter-Sentential CS

(1) T: Our mid exam we are having unit 1 and unit 3 we will have 2 units for our midterm exam. Please revise your knowledge about unit 1 and unit 3 carefully and we have 20 percent from these two units. Is it ok? **เรามีสองบทนะคะ บทที่ 1 กับ บทที่ 3 ที่เราจะสอบมิดเทอม** 20 **เปอร์เซ็นต์** So unit 1 we have completed everything already today we continue the unit 3 altogether. Are you ready? Are you ready?

(Translation: Our mid exam we are having unit 1 and unit 3 we will have 2 units for our midterm exam. Please revise your knowledge about unit 1 and unit 3 carefully and we have 20 percent from these two units. Is it ok? The midterm exam will cover 2 units, unit 1 and unit 3 for midterm, and it makes up 20 percent of the total marks. So unit 1 we have completed everything already today we continue the unit 3 altogether. Are you ready? Are you ready?)

(2) T: **ในทักษะของการใช้ภาษา ทักษะภาษาอะไรก็ได้ค่ะ ภาษาไทย ภาษาญี่ปุ่น ภาษาอะไรก็ได้ทั่วโลก เราก็จะต้องเรียนทั้งฟังพูดอ่านแล้วก็เขียน ทีนี้เนื่องจากว่า** today is our first day first **ก็คือ วันแรกที่เราเจอกัน นั่นเอง** so we have to get to know each other

(Translation: When learning language skills in any language; Thai, Japanese, any language around the world, we have to learn listening, speaking, reading and writing. Due to today is our first day first is the first day that we meet so we have to get to know each other.)

Intra-Sentential CS

(3) T: Ok please your turn, Preeya. After Preeya, **ก็จะเป็น รัสสิยา**. Preeya, come on, Preeya and who is your pair?

(Translation: Ok please your turn, Preeya. After Preeya, is Rasiya. Preeya, come on, Preeya and who is your pair?)

(4) T: **ใน** essay **ที่เค้ามาเขียนตรงนี้เป็นประสบการณ์ของผู้เขียนใช่ไหมค่ะ เป็นความแตกต่างระหว่างเขากับ** his close friend.

(Translation: In the essay, the writer writes from his own experience right? It is the difference between him and his close friend.)

Tag-Switching

(5) T: When you finish it's done for today. OK. Thanaphoom shows up now. You accessed. I saw your name. Don't forget to write your name and your digit number. 3 numbers. Nichanan, number coming **แล้ว**

(Translation: When you finish it's done for today. OK. Thanaphoom shows up now. You accessed. I saw your name. Don't forget to write your name and your digit number. 3 numbers. Nichanan, number coming already.)

(6) T: **รายละเอียดที่เอามาเขียนต้องเป็น รายละเอียดที่บอกเรื่องราวในชีวิตด้วย บอกเล่าประสบการณ์**, right?

(Translation: The details you use as a writing material must be the details that talk about your life story, talk about experiences, right?)

Metaphorical Switching

(7) T: What do you learn from this information? นี่ไง We learnt from background information that the writer was taught a very specific way to respect the grandparents starting from "my parents", these are   sentences referring to the story.

(Translation: What do you learn from this information? Here, we learnt from background information that the writer was taught a very specific way to respect the grandparents starting from "my parents", these are   sentences referring to the story.)

(8) T: So in next situation , I like you to look at part 1. Part 1 is about stimulating idea. เป็นการกระตุ้นก่อนนะ เป็นการ warm up ก่อนนะ warm up activities.

(Translation: So in next situation, I like you to look at part 1. Part 1 is about stimulating idea. (Part 1) is a warm up, is a warm up, first, warm up activities.)

4.3 Cs Functions (Rq3)

Three-hour class teaching were observed, recorded on tape recorder ,coded   and categorized into 12 functions. The following table displays the CS functions that occur when the lecturers switch from Thai to English and from English to Thai.

Table 4.6 : Functions of an EFL Teacher's Code Switching (English to Thai and Vice versa)

Functions/ Language Directions	English to Thai	%	Thai to English	%
Providing examples	4	0	5	1
Giving instructions	51	4	41	4
Asking Questions	189	16	121	12
Translating vocabs and phrases	163	14	8	1
Explaining activities	202	17	248	25
Emphasizing some points	39	3	41	4
Correcting students	13	1	5	1
Motivating and Expressing empathy	24	2	7	1
Explaining subject and content	411	35	460	47
Managing classroom and socially interacting with students	52	4	17	2
Answering Questions	28	2	18	2
Checking comprehension	5	0	2	0
Total	1181	100	973	100

From Table 4.6, It was found that the most frequent CS functions from English to Thai that the all categories of lecturer used as a teaching tool are (1) Explaining subject and content(35%) (2)Explaining activities(17%) and (3)Asking Questions(16%) (4) Translating vocabs and phrases (14%). Likewise, the most frequent CS functions from Thai to English are (1) Explaining subject and content (47%)   (2)Explaining activities (25%) and (3) Asking

Questions (12%). The results are quite identical (both from English to Thai and Thai to English). Besides, it was found that all categories of teacher used CS the least as a tool for (1) Checking comprehension (0%) (2)Providing examples (1%) (3) Correcting students (1%). After analyzing the data, it is found that CS is typically used as a tool more for academic and pedagogical purposes (explaining subject and content, explaining activities, asking question and translate words and phrases) than for classroom management and social contact (checking comprehension , providing examples and correcting students). It is noticeable that translating words and phrases from Thai to English function gained a small percentage of frequency (1%) when compared to the same function from English to Thai (14%). This is because the lecturers tend to provide L1 equivalent by translating words and phrases from English to Thai but not from Thai to English to avoid misunderstanding and confusion and to save time in the classroom. Enriched by the response from the questionnaire survey, the two data sets correspond since most teachers commented that explaining contents and grammar as well as translating words and phrases are the major reasons for them to introduce code-switching into the classroom.

The nature and difficulty of the subject also influence the switching in the class. In the ESP classes such as English for Career and English for Office and Secretary which involve an extensive amount of technical terms and phrases such as in business document reading and writing and in job interview preparation, the lecturers frequently delivered L1 equivalents to enhance students' comprehension and to reduce stress in class. Also, the subjects involve many drills, pair work and group work activities and put the focus in new vocabularies and listening tasks so the subjects require a great extent of code switching to Thai to ensure students' understanding of the activity process and participation as well as providing examples in Thailand's context. For example, a teacher in English Communication class in a Northern Rajabhat University employed a great deal of examples in Northern Thailand's setting such as recommending famous Northern Thai food and market to tourists, going camping and travelling to famous tourist attractions in the North of Thailand so her students can apply to the daily communication lesson and achieve the objective of the assignment. Sakaria and Priyana (2018) also agreed with this intentional cultural reason of code switching. This can be implicit that in BMI and TMI classrooms, the base language is Thai. The lecturers tend to switch from Thai to English in order to use content-related words or to read from the English textbook or worksheet and switch back to Thai to provide L1 equivalent or clarification. However, the questionnaire survey showed that BMI lecturers are in attempt to switch to English as much as they can in order to promote English exposure in the classrooms. This is in accordance with Ellis's (1984, 2015) focus on the importance of leaners' target language exposure in the classroom. Next, the transcript samples of functions occurred in the classrooms are provided below.

Providing Examples

(9)   T: ต่อไปเป็นเกล็ดเล็กเกล็ดน้อยในการออกเสียงนะคะ อันนี้ออกเสียง Eight Eight Eight อันนี้ออกเสียงคือ เลข 8

แต่หลายคนชอบออกเสียง "my telephone number is zero egg five five five five egg egg egg" ก็เป็นไข่ทันที

(Translation: Next is a useful tip in English pronunciation. This word is pronounced Eight Eight Eight. This word is pronounced like number 8 but it is mispronounced by many people "my telephone number is zero egg five five five five egg egg egg." It becomes egg immediately.)

Giving Instructions

(10)   T: So next I would like you to look through narrative organization. What is a narrative organization? Veerada **อยู่ไหมคะ** Sipakorn, show me your hand. What is a narrative?

S: **การบรรยาย การเล่าเรื่อง**

T: **ตอบเป็นภาษาอังกฤษค่ะ** A narrative is a story. What does it refer to?

(Translation:
T: So next I would like you to look through narrative organization. What is a narrative organization? Veerada is here? Sipakorn, show me your hand. What is a narrative?

S : Describing, Storytelling.

T: Answer in English, please. A narrative is a story. What does it refer to?)

(11) T: Then, **หลังจากนั้นเนอะ**, try to stand in circle. Circle **แปลว่า เป็นวงกลม** so you have to stand in circle in front of the class **ตรงนี้เนอะด้านหน้าห้อง** นะคะby arranging your name alphabetically arranging **แปลว่า จัดก็ได้เนอะเรียงก็ได้นะคะ**

(Translation: Then, after that, try to stand in circle. circle means Wongklom (Circle). so you have to stand in circle in front of the class , here in front of the class, by arranging your name alphabetically arranging means jud kor dai na ka rieng kor dai naka (arrange or organize.)

Asking Questions

(12) T: **เรามี** HP ink tank 315 multifunction **สะกดให้เหมือนนะจ้ะ สะกดให้เหมือนทุกอย่างเลย** inkjet printer **ราคาคะ** how much is it? **ทุกคน ราคาเครื่องนี้ หนึ่งเครื่องราคาเท่าไหร่คะ** How much is this printer? What is the price of this printer? **ทุกคน** everyone?

(Translation: We have HP ink tank 315 multifunction. Please spell exactly like in the catalogue. Spell exactly the same. Inkjet printer, the price? How much is it? Everybody. The price for this printer. What is the price for 1 printer machine? How much is this printer? What is the price of this printer? Took kon (everyone), everyone?)

(13)   T: What do you mean in Thai **คืออะไร**   You understand scaffolding? You can apply for both listening speaking, listening and writing **คืออะไร** in Thai.

S: **นั่งร้าน**

T : What is **นั่งร้าน** in Thai? What is it? How do you understand scaffold, scaffolding?

S: ช่วยเหลือ เสริมสร้าง

(Translation:
T: What do you mean in Thai is what? You understand scaffolding? You can apply for both listening speaking, listening and writing is what in Thai.

S: Nang Ran (Scaffolding)

T: What is Nang Ran (Scaffolding) in Thai? What is it? How do you understand scaffold, scaffolding?

S: Help , Support)

Translating Vocabs And Phrases
(14)T: I would like you to look at exercise 3. You have to make understanding about the text by answering the questions true or false. Write T for true or F for false for each statement. Statement **หมายถึง อะไร ประโยคใช่ไหม คะ ให้เรา ตอบ ถูกหรือผิด ในแต่ละประโยค ใช่ไหม**

(Translation: I would like you to look at exercise 3. You have to make understanding about the text by answering the questions true or false. Write T for true or F for false for each statement. Statement means what? pra yok (statement) doesn't it? We have to answer true or false for each statement, don't we?)

(15) T: Hello, test, test. Good Morning everyone . What are you doing **ต้องทำยังไง** Good morning **ใครคะ** who am I?

(Translation: Hello, test, test. Good Morning everyone . What are you doing? What do you have to do? Good morning, Krai ka (Who?) who am I?)

Explaining Activities
(16) T: I just want you to think in English only English only English only ok ah…**มายืนหน้าห้องเลยค่ะ** Get into circle in front of the class **หน้าห้องนะคะ**ok **อัญมณี** what is your name **อารายา** how do you spell that?

(Translation : I just want you to think in English only English only English only ok ah…come and stand in the front of the room, please. Get into circle in front of the class in the front of the room,ok .Anyamanee (name of a student). What is your name? Araya (name of a student). How do you spell that?)

(17) T: So ask your friends name **สมมติครูอยู่ตรงนี้ ถามชื่อเพื่อนสี่คนทางซ้าย หนึ่งสองสามสี่ จำให้ได้** Four on your right, one two three and four, and memorize it. You have to memorize all of them. **ถามชื่อเพื่อนสี่คนทางซ้าย และสี่คนทางขวาและจำไห้ได้แต่จริงๆโจทรย์กะคำถามมันจะมาคู่กัน** What is your name? **ถาม** your name **ก็ต้อง** my name **สิ**

(Translation: So ask your friends name. Supposed I am here and ask your friend's names. Four on your left number1,2,3 and 4 and memorize it. Four on your right, one two three and four, and memorize it. You have to memorize all of them. Ask four or your friend's names on your left and four on your right and memorize it

but actually, the instruction and the question will match. What is your name? If you ask "you name" you must answer "my name".)

Emphasizing Some Points

(18) T: Ok, I post the assignment online in the classroom already and some of you miss some assignments so please submit your assignments on time every week ok even though we learn our class in classroom. We still have the assignments in classroom every week. **Ok? ถึงแม้ว่าเราจะเรียนในชั้นเรียน แต่อาจารย์ ก็ยังจะสั่งงานใน** google classroom **โอเคไหม   ทุกคนจะเห็นว่ามีงานอยู่ในนั้นอยู่แล้วโอเคไหม โดยสองอย่างที่ อาจารย์ ให้พวกเราทำ ก็คือ** TOEIC **ใช่ไหม** TOEIC word list **แล้วก็** writing **ใช่ไหมคะ**

(Translation: Ok,I post the assignment online in the classroom already and some of you miss some assignments so please submit your assignments on time every week ok even though we learn our class in classroom. We still have the assignments in classroom every week. Ok? Even though we study on-site in the class, I will give the assignments in google classroom ok? Everybody will see there are some assignments in there ok? The two assignments that I gave you all are TOEIC right? TOEIC word list and writing, right?)

(19) T: **คุณอาจจะรู้จักเพื่อนๆในห้องแล้วนะคะ รู้จักดีพอหรือยังไม่รู้ เพิ่งเทอมแรกเนอะ ทีนี้ เออ แต่ว่าเรายังไม่รู้จักกัน** so we have to know each other

(Translation: You may know your friends in the classroom already. You know them well or not, I am not sure. This is just the first semester, right? Now, ah, so we have to know each other.)

Correcting Students

(20)   S: Introducing themselves with a sentence "I 18 years old"

T: I am….(correcting students) **อายุเท่าไหร่**, my telephone number …

S: Student Continues

T: Thank you. Nice to meet you too.

(Translation
S: Introducing themselves with a sentence "I 18 years old"

T: I am….(correcting students) . How old are you? My telephone number …

S: Student Continues

T: Thank you. Nice to meet you too.)

Motivating And Expressing Empathy

(21) T: I would like you to do a hard work because this course is quite difficult but it not too difficult, if have attention and intention **ความใส่ใจและความตั้งใจ**   two   key   words   in   your   mind **ให้กำลังใจนะคะ**

(Translation: I would like you to do a hard work because this course is quite difficult but it not too difficult, if have attention and intention

, Kwam sai jai lae kwam tang jai (Attention and intention), two key words in your mind, I will encourage you.)

(22) S: Starts introducing himself and then pauses as he hesitates to choose the correct statement.

T: I am........ **อายุเท่าไหร่**, My telephone number …(Lecturer tries to motivate the student to keep talking)

S: Student Continues

T: Thank you Nice to meet you too.

(Translation
S: Starts introducing himself and then pauses as he hesitates to choose the correct statement.

T: I am........ How old are you?, My telephone number …(Lecturer tries to motivate the student to keep talking)

S: Student Continues

T: Thank you Nice to meet you too.)

Explaining Subject And Content
(23) T: Next, **อันนี้คือ** yes no question **คำถามขึ้นต้นด้วยอะไร ตอบอันนั้น ขึ้นต้นด้วย** verb to be **ก็ตอบเป็น** verb to be **ขึ้นต้น** verb do **ก็ต้องตอบ** verb to do **ปัญหาคือไอ้** verb to be **กับ** verb to do **มันอาจจะต้องมีเลือกอีก อันนั้นเดี๋ยวค่อยไปพูดในรายละเอียดว่า** verb to be **มีไรบ้างต้องใช้กับอะไรบ้าง** verb to do **มี** do **กับ** does **มี** did **อีกใช้ยังไงแค่นั้นเองนะคะ**

(Translation: Next, this is a yes-no question. You answer depends on the auxiliary verb in the front of the question. If it starts with "verb to be", you must answer it with "verb to be". If it starts with "verb to do", you must answer it with "verb to do". The problem is that "verb to be" and "verb to do" have different conjugations. I will teach in details about how to conjugate "verb to be" and its noun and tense agreements as well as how to conjugate "verb to do " in the forms of "do, does, did" and its agreement.)

(24)T: **ทีนี้**, A body that gives the details about the main event or theme of the story and the conclusion that describes the outcome. So if you have to write the narrative essay it has a narrative organization focusing on three paragraphs. The first paragraph is the introduction, the second paragraph is body that has details and the third paragraph is the conclusion that describes the outcome. There are 3 paragraphs in a narrative essay so in this introduction.

(Translation: Now, A body that gives the details about the main event or theme of the story and the conclusion that describes the outcome. So if you have to write the narrative essay it has a narrative organization focusing on three paragraphs. The first paragraph is the introduction, the second paragraph is body that has details and the third paragraph is the conclusion that describes the outcome. There are 3 paragraphs in a narrative essay so in this introduction.)

Managing Classroom And Socially Interacting With Students

(25) T: Ladies and Gentlemen first of all I would like to introduce myself **เข้าใจบ่ เข้าใจบ่ เข้าใจอิหยังเนอะ** so my is Tharunporn Tananitkunroj my nickname is Nonnie ok I got a bachelor of arts majoring in business English minoring in hotel management from Aussumption university and also I got another degree of arts majoring in English from the faculty Humanities and social sciences,Kon Kean University. (Lecturer introduced herself the class when they met for the first time by switching from Thai to English.)

(Translation : Ladies and Gentlemen first of all I would like to introduce myself. Do you understand? Do you understand? Understand what? so my is Tharunporn Tananitkunroj my nickname is Nonnie ok I got a bachelor of arts majoring in business English minoring in hotel management from Aussumption university and also I got another degree of arts majoring in English from the faculty Humanities and social sciences, Kon Kean University.) (Lecturer introduced herself the class when they met for the first time by switching from Thai to English.)

(26) T: Thank you very much. Ok next goes to Vananya. This time your turn, please.

S: **อาจารย์คะ ยังไม่พร้อมคะ**

T: You are not ready **วนันยายังไม่พร้อม ใคร** Who's gonna be next? Who's ready ? Kamonchanok, Are you here? Ok, your turn, please?

(Translation:
T: Thank you very much. Ok next goes to Vananya. This time your turn, please.

S: Lecturer, we are not ready yet.

T: You are not ready. Wananya (a student's name) is not ready. Who? Who's gonna be next? Who's ready ? Kamonchanok, Are you here? Ok, your turn, please ?)

Answering Questions
(27) T: **เขาพูดถึงรูปไหนคะ** A, B or C?

S: B

T: **รูป** B. How do you know?

S: **ใส่แว่น**

T : **ใส่แว่น** ok **คะ ได้อยู่ เราไม่ต้องฟังรู้เรื่องทั้งหมดนะคะ แต่เราจับใจความได้**

(Translation:
T: Which picture are they talking to? A, B or C?

S: B

T: Picture B. How do you know?

S: He has his glasses on.

T : His glasses on, ok. It's understandable. We don't have to understand all the messages. We can catch the main idea.)

(28) T: Before you listen, look at the people in the pictures, choose the description you agree with **เราดูเนอะ ก่อนที่เราจะฟัง เราดูรูป** How many people in the picture?

S: Three

T: Three, very good. **มีกี่คนนะคะ สามคน**

(Translation:
T: Before you listen, look at the people in the pictures, choose the description you agree with. We look in the book before we listen. We look at the pictures. How many people in the picture?

S: Three

T: Three, very good. How many? Three.)

Checking Comprehension
(29) T: **ยืนเป็นวงกลมแล้วให้เรียงตามตัวอักษร ท่อง A ถึง Z ได้ไหมคะ** Okay. Do you understand?

So I would like you to stand up ask your friend's names and get into a group and then make a circle.

(Translation: Stand in a circle alphabetically. Can you memorize A to Z? Okay. Do you understand?

So I would like you to stand up ask your friend's names and get into a group and then make a circle.)

(30) T: Ok. **แนะนำตัวเอง ครูถามชื่อบอกชื่อตัวเองได้แล้ว ถามว่า** Can you remember your friend's name? Not all. Not all of them. Can you remember your friend's name?

S: Yes.

T: Yes. Sure? Memorize it. **จำได้มะ**

(Translation:
T: Ok. Introduce yourself. I will ask you name and you tell me your name and then I will ask "Can you remember your friend's name?" Not all. Not all of them. Can you remember your friend's name?

S: Yes.

T: Yes. Sure? Memorize it. Can you remember?)

5. DISCUSSION AND CONCLUSION
The study targeted to investigate the phenomenon of code switching in EFL classrooms in four Thailand's Rajabhat universities to solve the problems of Thai tertiary students' low English proficiency and a great controversy among scholars if code-switching is effective in Thai EFL classrooms considering its non-internationalized curriculum. The techniques of classroom recording and questionnaire survey helped reveal the results of this research. The research questions of this study will be answered as below:

5.1 Main Findings

RQ1. Is code-switching phenomenon used as a teaching strategy in EFL classroom?
The results indicate that code-switching to L1 and translanguaging between L1 and L2 do occur in EFL classroom of Thai Rajabhat

universities at different levels, types and purposes. Code switching frequency and direction varies according to the classrooms' mode of instruction (preferred languages). BMI and TMI teachers code-switch more frequently than EMI teachers. BMI and TMI lecturers have relatively high frequency of code switching and have more frequent occurrences of CS in their teaching as compared to EMI classrooms.The lecturers code-switch with the average of 58 times for EMI lecturers and 302 times for BMI and TMI lecturers for a 3-hour teaching time. The lecturers code-switch in both directions in BMI and TMI classrooms and from English to Thai only in EMI classes.

RQ2. What are the functions of code-switching used in EFL classroom?
The key functions of English to Thai CS in this study are explaining new subjects and contents, explaining activities and asking task questions and translating new words and phrases. CS from Thai to English serves the identical roles except for "translating new words and phrases" function which confirms the findings of macro and micro functions of code switching by Ferguson (2009) who discovered the main CS functions of constructing and transmitting academic knowledge and translating new words and technical terms and in accordance with the empirical research of Polio and Duff (1990), Promnath et al. (2016), Yao (2011), Liu (2010) , Eldridge (1996), Yadav (2014), Fareed (2016), Cahyani et al (2016), Sakaria and Priyana (2018).

RQ3. What are the main patterns of CS phenomenon?
The four patterns of code-switching have found in EFL classes, including tag, inter-sentential, intra-sentential patterns (syntactic) and metaphorical code switching (social). But the lecturers primarily code switch in inter-sentential pattern. Also, the term of translanguaging, performed by BMI lecturers, has been emerged to identify the phenomenon of equally distributed code switching in the classroom to achieve maximum students' comprehension.

5.2 Discussion
Based on the findings of this study, it can be seen that code switching is used extensively as a pedagogical strategy in Thai EFL classrooms. The phenomenon is occurred at different frequencies, types and purposes and inevitably linked to the proportion of classroom languages used which varies depending on several factors such as the teachers' and students' target language proficiency, the nature and the difficulty of the lessons, the goal of each lesson. This ultimately leads to different modes of instruction; EMI (English Mode of Instruction), BMI (Bilingual Mode of Instruction) and TMI (Thai Mode of Instruction). This can be seen that there is a relationship between the level of L1 used in the classroom and the preferred classroom language (Sakaria and Priyana, 2018). Code switching frequency and direction also varies according to these classrooms' mode of instruction or preferred languages. Interestingly, it was first hypothesized that the teacher tended to use English as a preferred classroom language if he/she graduated from an English-speaking country. However, Lecturer G uses mixed Thai and English in her classroom so the hypothesis cannot be always true and the country of

graduation does not always impact the use of preferred language in the classroom.

Based on the study, a correlation between the occurrence of CS and several factors involved has been highlighted. Those are both endogenous factors and exogenous factors. Surprisingly, the data from the questionnaires identified that the lecturers with longer year of teaching experience (senior lecturers) tend to have more English proportion used in class. It seems that they usually have more confident and feel more comfortable to speak English in their classrooms. Difficulty of the subject also plays a key role affecting code switching behavior in the classrooms. If the difficulty increases, the more frequent the switching is. The lecturers tend to switch when the lesson gets more complex since they need to explain newly-input of technical terms, contents and activities as agreed by Manara (2007) in her findings of code switching study in tertiary EFL education. In Thailand's context, the more translation that occurred, the greater the switching frequency was. As shown in the English for Career Preparation of Lecturer H, the lecturer translated and tried to explain multiple times because the contents were quite detailed and difficult. Furthermore, the students' background information influences the teachers' classroom behavior in that most teachers often use more or less code switching with poor English background students to ensure their understanding. Most teachers also stated that if the students' proficiency is low, the more frequent CS they tend to perform. This is in line with Jingxia's (2010) finding of the most significant factor influencing the teachers' switching to Chinese. The Nature of course and topic taught is also a significant contributor. The findings of this study also clearly indicate that the two classes of functional course (Writing 2 and Writing Instruction) are taught mostly in English while other ESP lessons as well as English for Communication are taught in mixed Thai and English. This can be assumed that the teachers use more English to teach English language skills which require a great number of drills and repetitions in class so their students can understand and practice how to write an English essay and teach English writing effectively through students' presentation activity and the rest of the teachers use mixed language to explain new content and technical terms when they teach applied English lesson. For example, Teacher G and H, who teach the topics of office equipment and job interview, reported that they need to explain the new words, phrases and complex processes in dealing with office assistance and job interview techniques so, instead, they use more Thai in class to ensure students' attention and comprehension. However, the results contradict the claims of Bhatti (2018) that most of the teachers code-switched from English to Urdu in the functional course of speaking skill. This means that both endogenous factors and exogenous factors such as the profile of teachers, students and courses greatly influence code switching behavior in the classroom.

Code-switching in Thai EFL classrooms is beneficial as a teaching tool serving both pedagogical and social functions. However, referred from the main findings, it means that the lecturers primarily use code switching as a tool for pedagogic and academic functions rather than classroom management and interpersonal functions. This can be

7067

explained by the factors of the students' English proficiency and the difficult nature of the lesson. The data gained from the questionnaire shows that the overall students' English language proficiency is rated moderate to low. This can be assumed that due to the low English proficiency of the students, the teachers relatively require code switching performance to explain the lesson , grammar and offer L1 equivalent for student's better comprehension (Bhatti, 2018). CS from Thai to English serves the identical roles except for "translating new words and phrases" function. This result is unsurprising as the lecturers use mostly Thai to define new words and terms to avoid misinterpretation and confusion. Code switching from Thai to English occurs primarily in order to use content-related words, clarify grammar and subjects and read from the English textbook or worksheet as often found in BMI and TMI classrooms as well as providing target language exposure opportunities for non-major students. This confirms the findings of Manara's (2007) code switching research in Indonesian context.

The data suggests the use of CS was found in both directions from English to Thai and Thai to English but it is evident that the lecturers switch from English to Thai more than from Thai to English. This is presumed that lecturers tend to offer L1 equivalent to moderate and poor English proficiency background students as Forman (2005),Liu (2010), Fareed (2016) and Bhatti (2018) pointed out. In EMI classrooms, CS has occurred in the direction of English to Thai only because the preferred classroom base language is English. This confirms the Matrix Language Frame model of code switching by Myers-Scotton (1993) stating that bilingual speakers usually embed only some parts of non-dominant language into the matrix or base language sentences. Contrary to EMI classrooms, the BMI and TMI lecturers perform both directions. Remarkably, the difference between those two language proportions in BMI classroom is small (not more than 10%) which means the two languages used in the classroom are equally distributed and systematically planned. Instead of separating languages, the lecturers integrate them within a single sentence or utterance. Moreover, it is interesting that BMI and TMI lecturers use the pattern of intrasentential CS predominantly in language teaching (313 times from the total of 441 times) in ESP courses. This can be assumed that they tried to switch back and forth to explain and translate the meaning of new terms and phrases with a quick and short translation so they used intra-sentential switching by integrating syntactic elements of English into Thai base sentences such as noun, noun phrase, verb, verb phrase, pronoun, adjective, adverb etc. within the clause or sentence boundaries. This makes languages used in the classrooms united and combined as one language repertoire (Baker, 2011). Consequently, the term of translanguaging has been emerged to identify this phenomenon of grammatically integrated and equally distributed code switching in the classroom to achieve maximum students' comprehension. From the findings, it should be more appropriate to identify this behavior as "translanguaging" rather than "code switching" in the classroom because of the aforementioned reason. This confirms the comment of Baker (2011) who stated that

The actual use of two languages, their distribution, balance and explicit or implicit purpose in lessons" are hardly identified.

This phenomenon is also supported by some researchers (Martin-Jones, 2000, Liu 2010 and Kerr, 2019) who proposed the systematic configurations of code switching by BMI lecturers in a sequence of

- L2-L1-L1 (English term-translation-explanation). An example from the transcription is as follows:

T: Why are you interested in working for this company? ทำไมอยากทำงานในบริษัทนี้ ทำไมอยากทำงาน... อาจจะบอก

   L2   L1

ว่า อยากก้าวหน้า อยากประสบความสำเร็จ

L1

- L2-L1-L2 (sandwich technique). An example from the transcription is as follows:

T: Real name real name the first name first name ชื่อจริง I just want you to think in English only English

   L2   L1   L2

only English only ok ah…มายืนหน้าห้องเลยคะ   get into circle in front of the class

                   L1   L2

This describes clearly the systematic switch of languages in the teaching when compared to EMI lecturers. This translanguaging phenomenon in the observed classrooms is also consistent with Cahyani et al. (2016)'s work when they investigated that the teachers' code-switching in tertiary bilingual classrooms in Indonesia commonly works as translanguaging because it integrates the two languages naturally for greater communication achievement and students' engagement. The teachers can shuttle between languages. This study also highlights the significance of translanguaging as a strategic application of code-switching.

The four patterns of syntactic and social code-switching have been found in Rajabhat EFL classes. This means that each lecturer made an utmost attempt to use both syntactic and social patterns to achieve communication success in the classroom. However, it is surprising that the intersentential pattern is used the most even though it is the most difficult pattern as the speakers require grammatical ,morphological and discourse knowledge in both languages. This means that CS in the classroom needs a formal and correct full sentence pattern to be a role-model for its students. Students can learn proper use of L2 linguistic features and develop their language skills properly. The finding in this study is contrary to the hypothesize (Poplack's ,1980 and Abdollahi et al., 2015) that more frequency of intra-sentential code switching was found and contrary to other empirical studies in EFL classrooms mentioned in the literature review. The interesting fact seen from this study is that the intersentential switching to Thai is more common but the intrasentential to English is more found. This is confirmed by the

empirical study of Brice's (2000) ESL classroom between English and Spanish. The possible reason can be drawn that all the lecturers are native Thai so they tend to switch to the more familiar language in full sentences (intersentential). When compared to the switching to English, it is easier if they embed only some parts of English such as noun, verb or adjective into Thai sentences or utterances. Myers-Scotton (1998) commented the embedded language which is English, in this case, constantly appears in the form of inflectional phrase. This is owing to the difference between the two language systems is large, for example, difference in syntactic and morphological features such as noun, pronoun, gender markers. Consequently, Thai, as a dominant language, allows only some certain phrase structures to appear in its sentences. This is consistent with poplack's (1980) conclusion that nouns are the most frequently embedded part in an intrasentential discourse both in the positions of subject and object.

The study proves that code-switching is employed widely and unavoidably in Rajabhat EFL classrooms in Thailand in several different ways. The lecturers employ more or less different patterns of CS to serve several functions in the classrooms. Seemingly, code switching is considered as a potential teaching tool rather than a lack of language proficiency. The role of code switching in EFL classroom is functionally and psychologically viewed as a scaffolding to successfully learn L2 and this is in line with the foundation theory of second language acquisition which believes that L2 acquisition is initiated from L1 acquisition and facilitation, especially job-related English or ESP which needs a great extent of prior knowledge transfer from L1 to L2 (Saville-Troike, 2006).

5.3 Pedagogical Implications
The study provides some useful pedagogical implications that code switching should be used wisely as a teaching tool in EFL classroom, especially when the lecturer shares a native language with their students. Even though L1 is appreciated by the research participants as an English learning facilitator, English language use is still encouraged at the first priority in Thai tertiary EFL education to promote high exposure of the target language. Then, it is implied that the use the mother tongue should be conscious, planned, systematic and purposeful, at certain times and for some specific reasons only such as in the cases of low English proficiency leaners, complex nature of the lessons and time saving necessity. Translanguaging phenomenon appeared in this study can be of help and designed to use consciously and systematically in the classroom to both enhance the students' comprehension by using L1 and enrich the classroom English language proficiency by using L2 in a balanced way. Intersentential pattern should be encouraged to employ in the classrooms because the syntactic rules of the two language systems are independent in one utterance. Students can learn proper use of L2 linguistic features and develop their language skills properly. To be concluded, code switching to L1 should be sensibly used and appropriately adapted in order to maintain target language exposure and facilitate students' comprehension to, ultimately, reach maximum goal of language education.

In education management level, English is seen a major contributor to entering the ASEAN Economic Community according to the national Higher Education reform 2016. The world language will drive the development of cooperation projects between parties of member countries in the ASEAN. Even though using L1 is viewed by some education policy makers that it shows the shortfall of teachers' English language proficiency, code switching performance should be supported as a potential tool to achieve bilingualism/multilingualism in order to help students to prepare themselves for internationalization in 21st century which communication skills, knowledge and understanding people from different cultures play an important role while still maintaining their cultural identity in a balanced way. Bilingual or multilingual skills are essential and inevitable for world population in that we have entered borderless multilingual community era. Moreover, for lecturers and education administrators, adjusting their teaching practice and policy into bilingual or multilingual mode is one of the key factors to support new learners to the new learning environment and potentially prepare learners to acquire international concept and skills in the 21st century. Code switching strategy can fit well with the English language policy in the National Education Act which focuses on four major areas: Language for Communication, Language and Culture, Language and Relationship with other learning areas, and Language and relationship with Community and the World.

5.4 Conclusion

The study aimed to explore the phenomenon of code switching in EFL classrooms in four Thailand's Rajabhat universities. The techniques of classroom observation, recording and questionnaire survey were used to achieve the objectives of this study. The code switching occurred in the classes utilized the integrated framework of Jingxia (2010), Promnath and Tayjasanant (2016) and Mingfa Yao (2011) models combined with Poplack (1980) and Gumperz (1982) models to code for the result by splitting the classrooms into different instruction modes. The frequencies, the directions, the patterns of intersentential, intrasentential, tag and metaphorical switching together with the functions of code switching involving pedagogy were addressed. It can be seen that the integrated frameworks offers a useful approach to analyze the data providing a systematic way to explore the different aspects of CS in EFL classroom ;moreover, the analytic framework can be applied to study other content-subjects such as science, mathematics and history classrooms where there are a great number of technical terms and phrases and in other types of educational institution such as normal universities or private universities to generalize the findings and used as a representative of all universities in Thailand. If it is permitted, the video-recording is recommended as it can enhance the analysis by also seeing the non-verbal gestures in the classrooms. Translanguaging is a modern concept that emerges to cover the balance use of classroom languages in a systematic way. A closer look into it is highly recommended for future research to develop an effective curriculum and teaching technique. The result provided the insight of code-switching behavior in EFL classrooms in Thai Rajabhat univeristies. It is beneficial

functionally and psychologically as a scaffolding to learn L2 successfully. Consequently, the role of code switching in EFL classroom should be viewed positively by education executive board as a potential tool rather than as a shortfall of L2 language.

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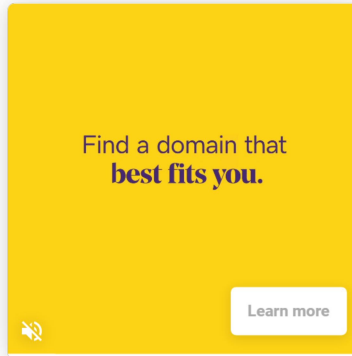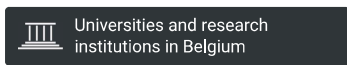
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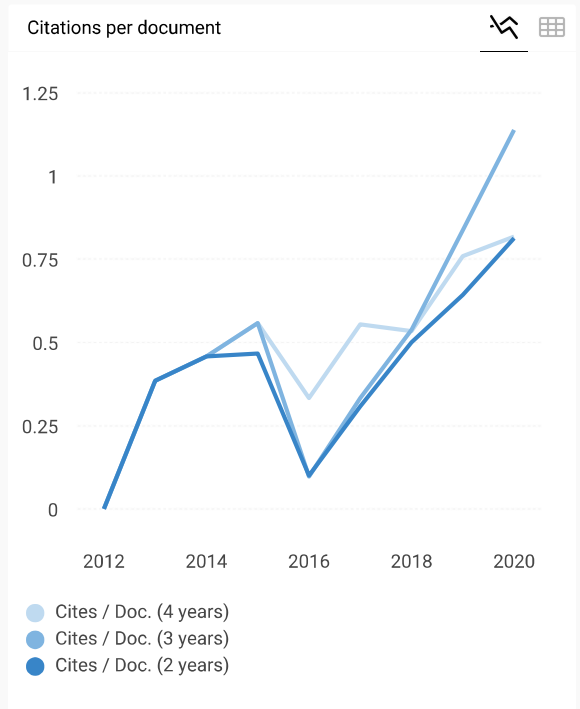Join the conversation about this journal

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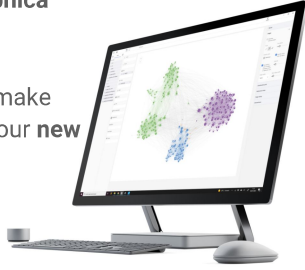
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C **Cristina Valdés** 4 days ago

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↩ reply

Melanie Ortiz 4 days ago   SCImago Team

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H   **hamza iftikhar**   1 month ago

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Thanks,

SCImago Team

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regaranggi   3 months ago

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↩ reply

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Melanie Ortiz 4 months ago

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C **Claudia Carrero** 4 months ago

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quedo muy agradecida

← reply

H **Hasan** 3 months ago

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Ramani

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Anna Abalkina 4 months ago

Dear authors, please, be attentive. the website https://www.hivt.be/linguistica represents a
hijacked journal. Some papers were indeed indexed by Scopus. But a week ago all non-legitimate
content was deleted from Scopus.
Unfortunately, nowadays indexation in Scopus is no more a sign of legitimacy.
I created a discussion in researchgate to create the list of those hijacked journals which were/are
indexed in Scopus.
https://www.researchgate.net/post/Hijacked_journals_in_Scopus

Intakhab Alam Khan 4 months ago

I fully support you Anna Abalkina.

Thanks for your feedback

SCImago Team

Melanie Ortiz 4 months ago

Dear Anna, thanks for your participation! Best Regards, SCImago Team

Andi farid baharuddin 4 months ago

You're right. My paper also is published in this journal and unfortunately, my paper was
deindexed (deleted) by scopus.

Ahmad 4 months ago

Ur email contact please

Melanie Ortiz   4 months ago

Dear Ahmad,

You can contact our team at contact@scimago.es

Best Regards, SCImago Team

N   **احمد**   4 months ago

هل المجلة لديها موقعين

↩ reply

A   **Abdullah**   4 months ago

المجلة لها موقع زائف وبدليل:
1. المجلة الاصلية داخلة بالتصنيف من سنة 2012. اين بحوث سنة 2012 و 2013؟
2. لماذا لاتوجد صفحة رئيسية للمجلة في سكوبس او في sjr؟
ملاحظة: البحوث الي تنشر حاليا لا تفهرس. الشخص الي زيف المجلة قام بنشر بحوث اساسا مفهرسة في المجلة الاصلية حتى يخدع الناس.
3. لماذا المجلة لم تضع الرقم المعياري في صفحتها؟ لانه تغلق تماما بشكوى

الخاطف هندي وسعر النشر ب 350 دولار .... تحياتي

Melanie Ortiz   4 months ago

Dear Sir/Madam,
Thank you for contacting us. Please see comments below.
Best Regards, SCImago Team

A   **Angela**   4 months ago

Cordial saludo, me gustaría conocer de mano de los agentes de scimago, como es el calculo del indicador SJR o donde podria ubicar información al respecto , ya que estoy preparando una investigación científica donde reseño el calculo de estos indicadores.

seria muy valioso contar con esa información de manera publica, quizás esta pero no la encuentro asi que les pido su valiosa información.

quedo muy agradecida

↩ reply

Melanie Ortiz   4 months ago

Dear Angela,

Thank you for contacting us.

The SJR indicator is performed on the calculation of citations received by journals over a period of 3 years, giving greater weight to citations from highly prestigious journals (those with high citation rates and low self-citation) using the Google PageRank algorithm.

The SJR indicator is a very sophisticated indicator, to know more about it, click here: https://www.scimagojr.com/files/SJR2.pdf

Best Regards, SCImago Team

Patrick Neil Santiago   4 months ago

My paper was deindexed by scopus. What can you say about it?

← reply

A   **Anna Abalkina**   4 months ago

the website https://www.hivt.be/linguistica is a hijacker. And Scopus deletes non-authentic content.

Melanie Ortiz   4 months ago

Dear Patrick,

thank you very much for your comment, unfortunately we cannot help you with your request. We suggest you contact Scopus support: https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/

Best Regards, SCImago Team

N   **nur hidayah**   4 months ago

I think this is real journal because all paper indexing in Scopus. And update 2020 Q1. Thank you

← reply

O   **Omar Almahdawi**   4 months ago

Thank you so much. Also, it is not a hijacked journal. But they are now publishing papers with APC about 400$.

M   **MAN VO**   4 months ago

I'm really confused about not finding Homepage of this Journal.and On the Scopus site is not
Home Page of this Journal. Which is the real site of this journal?
https://lans-tts.uantwerpen.be/index.php/LANS-TTS
or
https://www.hivt.be/linguistica

Thank you and lookforward to your reply.

Tan

← reply

SCImago Team

Melanie Ortiz   4 months ago

Dear Tan,
Thank you for contacting us. Please see comments below.
Best Regards, SCImago Team

R   **Robert A**   4 months ago

Please inform me about updating the coverage status of this journal

← reply

SCImago Team

Melanie Ortiz   4 months ago

Dear Robert,
Thank you for contacting us. Could you please expand a little bit on your comment?
Best Regards, SCImago Team

A   **abel martinez**   4 months ago

Cordial saludo, quiero saber si es posible obtener las comparaciones de los cuartiles del diferentes
revistas en la misma area que esta ,m o como puedo acceder en la web a ellos?

quedo atento

← reply

SCImago Team

Melanie Ortiz   4 months ago

Dear Abel,
Thank you for contacting us. We suggest you use our FIND SIMILAR JOURNALS' option
just below.

Best Regards, SCImago Team

Robert 4 months ago

I am Ph.D Research Scholar in English department. I wish to present my article in scopus UGC approved care list journal. Kindly help me.

← reply

SCImago Team

Melanie Ortiz 4 months ago

Dear Robert, thank you very much for your comment, we suggest you look for the author's instructions/submission guidelines in the journal's website. Best Regards, SCImago Team

Anna Abalkina 5 months ago

This journal is hijacked. be careful

← reply

Intakhab Alam Khan 4 months ago

It is run parallel.
The original journal is LINGUISTICA ANTVERPIENSIA NEW SERIES-THEMES IN TRANSLATION STUDIES
which is indexed in web of science. while LINGUISTICA ANTVERPIENSIA is not.

The hijackers are using half of the name and exploiting innocent researchers. There are 100 of agents across the globe.

Dont trust any journal unless you are doubly sure.

Wegig 4 months ago

really
Is it predator Journal ?

Pallavi K. Ingale 4 months ago

I have sent mail for more information about the journal. But the mail gets fail to deliver...

L **Logan** 5 months ago

yes, and scopus does nothing to fix that

S **S. Bhuvaneswari** 5 months ago

I am Ph.D Research Scholar in English department. I wish to present my article in scopus UGC approved care list journal. Kindly help me.

Thank you

↩ reply

Melanie Ortiz 5 months ago

Dear S. Bhuvaneswari,
Thank you for contacting us.
We suggest you use the Journal Rankings' Search Tool shown on our website, as the journals can be filtered by Subject Area/ Category:
https://www.scimagojr.com/journalrank.php
Best Regards, SCImago Team

Y **yogesh mahajan** 5 months ago

I want to know whether this journal is under investigation of Scopus?
Please inform.
Thanks

↩ reply

Melanie Ortiz 5 months ago

Dear Yogesh,
thank you very much for your comment, unfortunately we cannot help you with your request. We suggest you contact Scopus support:
https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/
Best Regards, SCImago Team

A **Arai** 5 months ago

Не нашел домашнюю страницу журнала? Дайте ссылку пожалуйста

↩ reply

Melanie Ortiz   5 months ago

Dear Arai,
Thank you for contacting us. Please see comments below.
Best Regards, SCImago Team

Muhammad   5 months ago

I'm really confused about not finding Homepage of this Journal.and On the Scopus site is not
Home Page of this Journal. Is this the real site of this journal?
https://lans-tts.uantwerpen.be/index.php/LANS-TTS
or
https://www.hivt.be/linguistica
Thanks. Muhammad

← reply

Melanie Ortiz   5 months ago

Dear Muhammad,
Thank you for contacting us. Please see comments below.
Best Regards, SCImago Team

suparaporn tuannoi   5 months ago

Hello SCImago team

Is Linguistica Antverpiensia Journal detail coverage in SCImago on 2012-2018 correctly? or
coverage to present?

please give me the right information.

Best Regards.

Suparaporn.

← reply

Melanie Ortiz   5 months ago

Dear Suparaporn,
Thank you very much for your comment.

All the metadata have been provided by Scopus /Elsevier in their last update sent to SCImago, including the Coverage's period data (period in which the journal has been indexed in Scopus database). The SJR for 2019 was released on 11 June 2020. We suggest you consult the Scopus database directly to see the current index status as SJR is a static image of Scopus, which is changing every day.
Best Regards, SCImago Team

A

Ali 5 months ago

Please can you tell me about the rink of journal.? Is it Q1 or Q2? Or out the rating ..? How much purplish in your journal? Is monthly? Thanks.

↰ reply

Melanie Ortiz 5 months ago

Dear Ali,
thank you very much for your request. You can consult the Quartile's data just above.
For further information about this journal, please visit the journal's website or contact directly with the editorial staff.
Best Regards, SCImago Team

K

Kenny 6 months ago

The correct ISSN number is ISSN: 2295-5739, not 03042294. You should change it to avoid confusion with predatory magazines.

↰ reply

U

Umklami 4 months ago

I have check with ISSN Website. https://portal.issn.org/resource/ISSN/2295-5739#

ISSN 2295-5739

Title proper: Linguistica Anverpiensia New Series.
Country: Belgium
Medium: Online

ISSN 0304-2294

Title proper: Linguistica Antverpiensia.
Country: Belgium
Medium: Print

There are two different journal. but, im not sure how its work.

Gayathri 4 months ago

But ISSN: 0304-2294 IS INDEXED IN SCOPUS and the other one is not. Isn't it legitimate?

Mutahar 5 months ago

I do agree with Kenyy. The journal with ISSN 0304-2294 is predatory. The journal of the following website (https://www.hivt.be/linguistica/article/view/73) is multidisciplinary and fake while the original journal with ISSN 2295-5739 focuses on translation studies. Authors should be careful.

`SCImago Team`

Melanie Ortiz 6 months ago

Dear Kenny,

Thank you for contacting us.

SJR is a portal with scientometric indicators of journals indexed in Scopus. All the metadata (Title, ISSN, Publisher, Category, etc.) have been provided by Scopus /Elsevier and SCImago doesn´t have the authority over these data which are property of Scopus/Elsevier. SCImago is not allowed to do any changes of the metadata unless Scopus authorizes it expressly.

Therefore, we suggest you contact Scopus support regarding this matter here:

https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/

Best Regards,

SCImago Team

Ruswita 7 months ago

hello, I want to confirm, is the web llink in this page the correct Jurnal? because when I enter the Web Link, the jurnal ISSN is 2295-5739, not indexed in Scopus, because the ISSN for Linguistica Antverpiensia is 03042294

please give me the right information for avoiding the Manipulated or Hijaked Jurnal.

Best Regards.

Ruswita.

↰ reply

Intakhab Alam Khan 4 months ago

please take care.
LINGUISTICA ANTVERPIENSIA NEW SERIES-THEMES IN TRANSLATION STUDIES is the real journal which is annual and the scope is only translation.

Melanie Ortiz 6 months ago

Dear Ruswita,
Thank you for contacting us.
We inform you that all the information referring to the website of this Journal is not available in our website (you'll see "Information not localized") due to the fact that we could not verify that information with absolute reliability.

Best Regards,
SCImago TEAM

Muhammad Hasyim 8 months ago

Please inform me about updating the coverage status of this journal

↩ reply

Melanie Ortiz 8 months ago

Dear Muhammad,
Thank you very much for your comment.
All the metadata have been provided by Scopus /Elsevier in their last update sent to SCImago, including the Coverage's period data. The SJR for 2019 was released on 11 June 2020. We suggest you consult the Scopus database directly to see the current index status as SJR is a static image of Scopus, which is changing every day.
Best Regards, SCImago Team

Leave a comment

Name

Email
(will not be published)

I'm not a robot

reCAPTCHA
Privacy - Terms

Submit

The users of Scimago Journal & Country Rank have the possibility to dialogue through comments linked to a specific journal. The purpose is to have a forum in which general doubts about the processes of publication in the journal, experiences and other issues derived from the publication of papers are resolved. For topics on particular articles, maintain the dialogue through the usual channels with your editor.