Code Switching in Thai Teacher Discourse in Classroom Context of Required Courses of Faculty of Liberal Arts, Rangsit University
การสลับรหัสในวาทกรรมของผู้สอนชาวไทยภายในชั้นเรียนกลุ่มวิชาบังคับร่วม คณะศิลปศาสตร์ มหาวิทยาลัยรังสิต

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บทคัดย่อ

หากพิจารณาความสำคัญของตัวป้อนภาษาที่ผู้เรียนภาษาต่างประเทศใช้งาน การศึกษาในปัจจุบันพยายามสำรวจวาทกรรมในชั้นเรียนที่เน้นการสอนแบบบรรยายเนื้อหาด้านภาษาศาสตร์ประยุกต์ ในมหาวิทยาลัยรังสิต ประเทศไทย การศึกษานี้มีวัตถุประสงค์เพื่อตรวจสอบวิธีการสลับรหัสในวาทกรรม (code-switching) และสำรวจประเภทและเหตุผลของการสลับรหัสในวาทกรรมที่พบในวาทกรรมของอาจารย์ผู้สอน โดยใช้วิธีการวิเคราะห์รูปแบบวาทกรรมในการพูดของอาจารย์ผู้สอน ผลจากการศึกษาพบว่าอาจารย์ผู้สอนมีการสลับรหัสในวาทกรรมระหว่างภาษาอังกฤษและภาษาไทยบ่อยครั้ง รูปแบบการสลับรหัสในวาทกรรมที่พบมากที่สุดในวาทกรรมของอาจารย์ผู้สอน คือ การสลับรหัสในวาทกรรมภายในประโยค ร้อยละ 93 ของการสลับรหัสในวาทกรรมทั้งหมด การสลับรหัสในวาทกรรมระหว่างประโยคและการแทรกคำหรือวลีภายในประโยคพบไม่บ่อย นอกจากนี้ยังพบว่าการเปลี่ยนภาษาเกิดขึ้นจากเหตุผลหลายประการ อันได้แก่ การเน้น การแทนที่ การอธิบาย ซึ่งเป็นประเด็นเหตุผลที่ไม่พบในผู้เรียนภาษาแม่ การวิเคราะห์แสดงให้เห็นว่า มีการใช้วิธีการแปลและการอธิบายคำภาษาอังกฤษเป็นภาษาไทยบ่อยครั้ง เพื่ออธิบายมโนทัศน์ที่ไม่คุ้นเคย ตลอดจนเน้นย้ำเนื้อหาที่สอน และ ทำให้ผู้เรียนเข้าใจข้อมูลได้ดียิ่งขึ้น อันนำไปสู่การเรียนภาษาที่สัมฤทธิ์ผล

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Abstract

Taking into consideration the importance of language input foreign language learners are exposed to, the present study is an attempt to investigate classroom discourse in content-based lectures in applied linguistics at Rangsit University, Thailand. Specifically, the purposes of the study were to examine code switching practices in teacher discourse and to investigate the type and reasons for code switching. To meet the above-mentioned objectives, the discourse analysis of code switching patterns in teacher talk has been carried out. The analysis of classroom discourse reveals that the teacher frequently alternates between English and Thai; intrasentential code switching, which constitutes 93% of all switches, is the most common feature of teacher discourse. Intersentential and tag switching are infrequent. It was found that language

alternation takes place for various reasons including emphasis, substitution, clarification, off topic remarks and lack of equivalent in L1. Furthermore, the analysis shows frequent use of translation and explanation of English words in Thai, which is used to explain unfamiliar concepts as well as to emphasize recently taught concepts and make input more comprehensible to ensure successful learning.

Keywords: code switching, foreign language learning, teacher talk, classroom discourse

1. Introduction

Teacher input is the primary source of language input for learners of English since the use of English in Thailand is limited to educational setting and exposure to authentic language in use is limited. For this reason, high-quality teacher talk delivered in L2 and offering comprehensible input to learners is of utmost importance. On the other hand, learners of foreign languages naturally search for clear and unambiguous explanations of new concepts. Learners want to make sure they have correctly understood the new material. That is why they so often fall back on their mother tongue, as this is the only resource they can rely on. Furthermore, learners rely on the knowledge they have already acquired in order to facilitate the learning process since learning is a process of assimilating new information into the pre-existing cognitive schemas. For foreign language learners their L1 is a basis on which they naturally and unconsciously build L2 system; their L1 competence is the instrument they can use to facilitate understanding. Thus, L2 competence can be developed on the ground common for L1 and L2 by assimilating new rules in L2 into the existing L1 competence. Furthermore, L1 and L2 systems do not form distinct language system in the mind, but they are connected in vocabulary, syntax, phonology, and in pragmatics (Cook, 2001).

Taking everything into consideration, the question of how much of teacher talk in effective bilingual classrooms can be delivered in L1 proves to be crucial. English only classrooms provide numerous benefits to learners. However, alternating between L1 and L2 is not only very common but also helpful and expected by the students. Because patterns of language use enhance learning process, code switching in classroom discourse needs to be well considered in order to make teaching more effective.

The ultimate objectives of this paper are two-fold: to examine the reasons for code switching in the classroom and to investigate the type of code switching in teacher discourse. To meet the above-mentioned objectives, the analysis of code switching patterns in teacher talk has been carried out.

The results of the study reveal several practical applications. First and foremost, the study may shed some light on the use of L1 in the lesson and the effects of code switching. The research is important both to teachers and learners since it investigates the reasons and types of code switching. Knowing when they fall back on their mother tongue, the teachers can either eliminate code switching when it could hinder acquisition process or justify the use of L1 when it facilitates learning. Furthermore, more effective teaching method may be developed. The process of L2 learning can be facilitated, interaction among learners and the teacher may be promoted and many interference errors can be eliminated thanks to raising learners'

awareness of the differences between L1 and L2.

1.1. Crosslinguistic transfer

Learners rely on the knowledge they have already acquired in order to facilitate the learning process since learning is a process of assimilating new information into the pre-existing cognitive schemas. For foreign language learners their L1 is a basis on which they naturally and unconsciously build L2 system; their L1 competence is the instrument they can use to facilitate understanding. Thus, L2 competence can be developed on the ground common for L1 and L2 by assimilating new rules in L2 into the existing L1 competence. Furthermore, L1 and L2 systems do not form distinct language system in the mind, but they are connected in vocabulary, syntax, phonology, and in pragmatics (Cook, 2013; Francis, 2005; Jarvis and Pavlenko 2008). Cook (2001) further argues that L1 and L2 meanings are interwoven irrespective of them being "part of the same vocabulary store or part of different stores mediated by a single conceptual system" (Cook, 2001, p.407). This can be clearly seen when monolingual L2 learners are speaking L1 but suddenly stumble over a word they can remember in L2 rather than in L1. Similarly, when many learners are trying to provide an explanation of a concept in L2, they may be missing a word in that language but instead come up with its equivalent in yet another language (L3) rather than their mother tongue. When having difficulty communicating due to insufficient knowledge, learners resort to their L1 to compensate for the lack of knowledge; thus, falling back on the native language is a strategy of communication.

1.2. Code Switching

Code switching refers to alternating between two or more languages within a single conversation. It usually takes place unconsciously either within the boundaries of a sentence (intra-sentential code switching) or between phrases (inter-sentential and tag switching; the former occurs at the phrase or sentence level between sentences where each clause is expressed in alternating codes, and the latter is a simple inclusion of a tag phrase or filler that does not violate grammatical rules) (Gardner – Chloros, 2009, p.13).

Recently, a growing body of literature has emerged in which researchers studied the conditions under which code switching occurs. Alkatheery (2014), Flyman-Mattson and Burenhult (2009), Greggio and Gil (2007) and Moore (2002) studied linguistic behavior of FL teachers and observed that both teachers and learners fall back on their mother tongue mainly for the following reasons: linguistic insecurity, topic switch, and repetitive function. Other reasons for language alternations are affective and socializing function. From a sociolinguistic perspective employed by Baker (2011) the following functions of code switching may be listed: emphasis of an important notion, substitution, i.e. an intrasentential switch when L1 phrase is substituted with an L2 alternative form, lack of equivalent in L1, reinforcement of a request, clarification of the message, expression of identity and friendship, easing tension and injecting humor, interjection, change of attitude, introducing a topic into a conversation.

The use of L1 varies according to the students' proficiency level. Code alternation facilitates learning as it allows greater comprehension of the studied material, plays the function of raising attention on the language point studied and is used when correction or explanation is necessary (Moore, 2002).

Furthermore, changing patterns of language use reduce affective barriers to L2 acquisitions: it alleviates anxiety and provides a sense of security.

Numerous studies prove the effectiveness of the translation method in vocabulary instruction, which increases the students' understanding and recollection of the studied lexis (Latsanyphone & Bouangeune, 2009; Ramachandran & Rahim, 2004). Code switching plays an important pragmatic function as it allows students to avoid breakdowns in communication, perform longer turns as well as manage the activity and other participants (Amorim, 2012). Furthermore, students alternate languages to fill in lexical or grammatical gaps in the foreign language in order to achieve communicative goals they would not be able to attain otherwise due to their limited proficiency in L2 (Mujiono, Poedjosoedarmo, Subroto & Wiratno, 2013).

Ahmad and Jusoff (2009) examined the attitudes of low proficient learners of English towards code switching and found that the great majority of university students approve of and expect falling back on L1 in order to receive explanation of difficult concepts and help them feel more relaxed in the lesson. Another study of intermediate learners of Japanese (Matsumoto,2010) shows that the students expect the lesson to be conducted in the target language with the teacher using L1 only when students fail to understand the teacher's explanation in L2 or when contrastive analysis between the languages is carried out.Similarly, Amorim (2012); Jingxia (2010); and Nordin, Ali, Zubir and Sadjirin (2013) found that both teachers and students have a positive attitude towards code switching as it is a good strategy of efficiency that benefits the students. Furthermore, alternation between languages boosts the learners' confidence in learning a foreign language. In contrast, Cheng (2013) reports that teachers hold negative attitude towards code switching in class; however, they resort to L1 in order to explain grammar and abstract concepts believing it is beneficial for their learners.

2. Research Methodology

Taking into consideration the importance of language input students are exposed to, the present study is an attempt to investigate classroom discourse.More specifically, the purposes of the study were to examine code switching practices, investigate the type and reasons for code switching in teacher discourse.

2.1. Data Collection

The data collection followed a qualitative perspective that uses quantitative method of data collection in order to adequately describe the complexity of classroom discourse. Altogether three 160-minute lectures were observed, recorded and analyzed. The lectures took place in HUM 212 (Language and Culture) course delivered in June 2014 at Rangsit University, Mueang Ake Campus. Data collection techniques include structured classroom observation, field notes, and audio recordings. All of the recorded materials have been transcribed and used for analysis. Structured observations allow to generate numerical data from the observations, which facilitates the analysis of patterns of classroom discourse (Punch & Oancea, 2014).

2.2. Data Analysis

The data analysis is based on the observation schedule completed during the lessons observation and listening to the audio recordings of the lessons. Only teacher discourse was analyzed. In order to carry out quantitative analysis the observation schedule involved 5 predetermined categories: length and grammatical category of utterance, translation of L2 concepts into L1, repetition and function of code switching (emphasis, substitution, lack of equivalent in L1, reinforcement of a request, clarification, identity, off topic remarks, easing tension).First, the lessons were observed and audio recorded. Later, the lessons were transcribed in order to mark all instances of code switching in teacher discourse. Next, the observation schedule was filled in: each example of code switching was noted, analyzed and marked on the schedule. Discourse analysis of the data was used as this method allows in-depth analysis of patterns of code switching as well as links discourse with the broader social context in which it is used (Paltridge, 2012, p.2). The mean length of utterance was calculated in a word-based method. Mean and standard deviation was calculated by using appropriate statistical procedures. Moreover, qualitative analysis was employed in order to explore thoroughly the pattern of code switching used in teacher discourse.

3.Results

The analysis of data provides interesting examples of strategic code switching used to serve multiple functions in the classroom. First, the analysis based on word count shows that Thai is the dominant language of the lessons used for most of the lesson.

Having established the amount of L1 and L2 in the lesson, it is interesting to determine the pattern of code switching. First, it has been analyzed whether the switch takes place between sentences (intersentential switching), within the sentence with minimal integration (tag switching) or within the sentence with the phrase in one language being integrated in the utterance expressed in another language (intrasentential switching). Data analysis shows that the amount of intrasentential code switching is the greatest; it constitutes 93% of all switches. The first example shows very frequent language alternations. The lexical items are produced in English whereas the sentence pattern follows Thai rules for sentence structure as if English content words were inserted into Thai grammatical structure.It is interesting to note that despite mixing of two languages, the sentence is grammatically correct and understandable for the listeners.Thus, intrasentential switches do not violate L1 syntactic rules.

Example 1:

คำคือ morpheme. Morpheme คือ the smallest unit ของ word เรียกว่า morpheme นะ

Sentences in L2 constitute 5% of the sample (see Figure 1); hence, intersentential switching is not frequent. The example presented below illustrates both inter- and intrasentential switching with frequent repetition of information. However, in intersentential switching clear alternation between the languages as well as their separation can be noticed.

Example 2:

มี morpheme อยู่ 2 ชนิด There are two kinds of the morphemes. มี morpheme อยู่ 2 ชนิด.

Finally, there are only a few instances of tag switching used in teacher talk (0.04% of the sample). The following example demonstrates English tag switches in a sentence produced in Thai:

Example 3:

นะเพราะผมจะต้องให้นักศึกษาเอางานไปส่งผม oh sorry, sorry. ผมต้องให้นักศึกษาเอา project.

As can be seen from the examples presented above, the teacher controls the length of English utterances. Table 1 shows the mean length of English phrases, clauses and sentences that was calculated in a word-based method.

Table 1 Utterance length

Length of utterance	Number	%	Mean	SD
1	780	.51	2.1	1.08
2	363	.23		
3	101	.06		
4	101	.06		
5	106	.06		
6	22	.01		
7	20	.01		
8	24	.01		
9	6	.003		
10	1	.0006		
12	1	.0006		

Average utterance length has been selected as another criterion against which teacher discourse can be measured. Overall, the findings suggest that the utterances are simple in terms of the number of words produced per utterance. Although the median of utterance length is 6, the mode of the sample is the one-word phrase and standard deviation is 1.08. The longest utterance is a twelve-word sentence ("The introduction makes someone or reader read what you want to say"). It has been found that the teacher is alternating between two languages for different reasons, which are illustrated in Figure 1 below.

Figure 1 Function of code switching
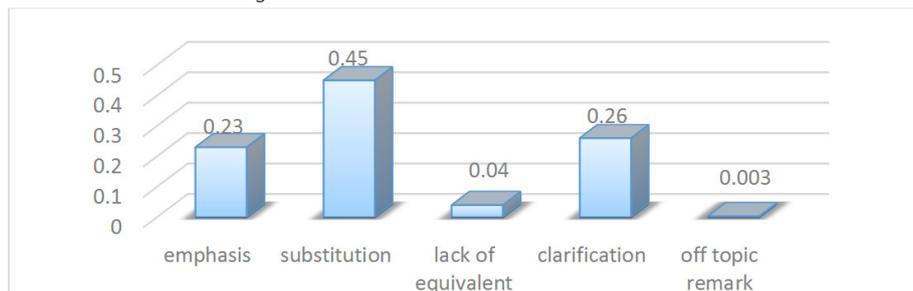
Code switching is used most frequently in order to substitute words and phrases in another language; it occurs both intrasententially and across sentence boundaries. The example below shows how the teacher uses different linguistic codes in order to substitute both a noun phrase and a sentence. L2 phrase occurs at sentence boundaries.

Example 4:

ในประโยคทั้งประโยคในประโยคทั้งประโยคเรียกว่า 1 construction. One construction consists of two constituents. One construction มี two constituents.

A quarter of teacher talk in English serves the emphatic function. The most frequent emphasis technique is self-repetition. The teacher most frequently emphasizes content words and concepts that are the focus of the lesson, as illustrated in the following examples.

Example 5:

อย่างนี้ถือว่าใช่ภาษาและวัฒนธรรมนะนะคือสัญลักษณ์เป็นวัฒนธรรมซึ่งไม่มีในสังคมไทยแน่อันนี้ไม่มีอันนี้คือสัญลักษณ์ของหิมะหรือsnowไม่มีนักศึกษาผมลงทุนให้เพื่อนบอกเอ้ยหยุดหยุดหยุดหยุดแล้วผมก็เอาแว่นขยายไปส่องเป็นแบบนี้จริงๆ เป็นแบบนี้จริงๆ หิมะถามว่าบ้านเรามีสัญลักษณ์แบบนี้ไหมไม่มีเพราะว่าเราไม่มีหิมะ

The extract quoted above shows how the teacher uses L2 to emphasize the message expressed in L1. In a longer discourse presented in Thai the instructor inserts an English word in order to emphasize the key word in the message. However, more frequently the instructor repeats a code switched utterance. The technique is used to emphasize subject content; the instructor either repeats a previously code switched phrase in the same sentence (73% of the repeated phrases) or in another sentence (a quarter of the repetitions). It is interesting to note that the teacher does not change the form of the phrase but modifies stress or intonation in order to make the phrase stand out, which can be observed in the following example.

Example 6:

ทุกภาษาจะต้องเป็น duality ซึ่ง duality ก็คือ sounds and meaning duality เป็นเรื่องของsounds and meaning เป็น 2 อย่างที่อยู่ในเวลาเดี่ยวกันนะครับและ duality จะเป็นนามธรรมนะครับเป็น sounds กับ meaning จำได้ไหมครับฉะนั้นในเรื่องของ duality

In the example above the instructor repeats the phrase 'duality' as well as 'sounds and meaning' in order to point out the language required to learn the content of the lesson. Thus, the teacher enhances comprehension and makes the difficult concepts more clear. Furthermore, the teacher frequently highlights the spelling of the word.

Example 7:

มันต้องมีภาษานะครับลักษณะร่วมที่2 คือ length l-e-n-g-t-h length คือความยาวของเสียง length คือการที่เสียงเปล่งออกมาได้นานเท่ากับเสียงหนึ่ง

The data presented above indicate that the aim of self-repetition serves multiple functions: highlighting important information, enhancing comprehension, facilitating retention, and modelling pronunciation. Both Thai and English phrases are repeated; the repetition is reduced to a short phrase without changing the original form of the message.

The instructor frequently code switches in order to give lucid clarification of difficult concepts the students are supposed to master. The two languages are mixed so that the students grasp complex concepts; the explanation is most frequently given in L1 with key words being presented or translated into English. Using code switching for clarification through examples can be broadly divided into two types. First, the teacher provides various examples of English words to illustrate various linguistic phenomena as in the following extracts:

Example 8:

Prefix and suffix มีผลต่อไวยกรณ์นะครับเช่นคำว่า happy เปลี่ยน y เป็น i แล้วเติม ness จาก adjective จะกลายเป็น noun เป็น happiness. Happy เป็น happiness นะ

Example 8 shows how the teacher elucidates complex linguistic concepts (word formation) through examples provided in English thus making the lesson more accessible to the learners. The teacher frequently compares L1 and L2 to identify structural differences between the two linguistic codes, which helps to develop the students' language analytic ability.

Another reason for using English is related to the fact that numerous loanwords in Thai language are derived from English. In the process of encoding loanwords it was difficult to determine whether the word is a borrowing or a switch. A number of English words permeate Thai vocabulary; however, if a Thai word exists and is frequently used to refer to the phenomenon, it was not considered a loanword (e.g. adjective, semantic, diphthong). Data analysis reveals the use of many lexical borrowings: Christmas, Santa Clause, YouTube, thumb drive, etc.. The loanwords are interwoven in Thai discourse as in the following example:

Example 9:

โดยโหลดรายงานลง YouTube แล้วส่ง mail.

English borrowings have become integrated into everyday Thai vocabulary and are conventionally used as part of Thai language. Filling lexical gaps leads to borrowing words related to technology (e.g. YouTube, e-mail), culturally specific lexis (e.g. Christmas, freshy) or proper names (e.g. Adidas, Nike,). In the process of borrowing, words frequently undergo morphological, phonological, orthographic or syntactic adaptation. Hence, in Teacher discourse the lexical borrowings are pronounced with Thai accent. Other loanwords have undergone morphological adaptation (e.g. freshy night).

Finally, code switching is used for off-topic remarks. These English words or phrases are inserted into a Thai discourse but are not on the main topic; they are used to express affirmation, see the following example:

Example 10:

จากเสียงที่ไม่สั่นกลายเป็นเสียงสั่นนี่คือธรรมชาติและวัฒนธรรมของภาษาญี่ปุ่น all right มะดังนั้นคำว่าภาษาและวัฒนธรรม ของผมไม่ใช่เงอะเอิงเงยนะครับนะตีฉิ่งตีฉาบละก็บอกวัฒนธรรมออกมา

Data analysis does not reveal the use of English for other purposes, i.e. reinforcement of a request, identity, easing tension. Thai language may be used to perform these functions, but the analysis of Thai discourse is beyond the scope of this study.

Next, the relationship between Thai and English utterances has been examined. Thai sentences have been analyzed in order to identify English phrases that have been translated or explained in the students' native language. In the following example the teacher first explains the word 'communication' which is interwoven in a Thai sentence. Next, the concept has been paraphrased and repeated after the explanation provided in Thai in order to serve an emphatic function.

Example 11:

เสียงที่เปล่งออกมาในในระหว่างที่มนุษย์ communication หรือมนุษย์คุยกัน when we talk

Example12 shows the use of translation or explanation to convey meaning and explain unfamiliar concepts:

Example 12:

There are three parts of the tongue. มี 3 ส่วนส่วนหนึ่งคือtip of the tongue คือปลายลิ้น

All in all, translation is used systematically to increase the students' understanding and reduce ambiguity. Nevertheless, the teacher is cautious about the use of this technique in the lesson.To a great extent English switches are not translated into Thai.

Finally, the pattern of using translation and explanation in L1 has been investigated. For this reason, the instances when the teacher translates or explains an English concept in L1 have been observed and the pattern has been illustrated in Figure 2.

Figure 2 The pattern of using translation and definition
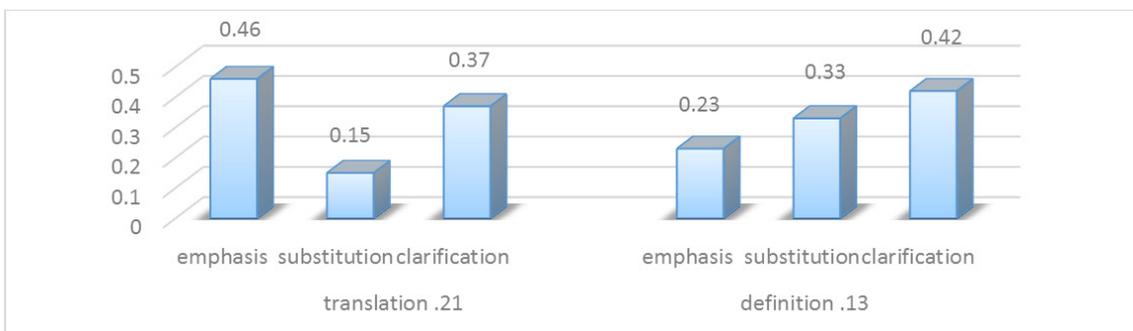
Translation and definition are used most frequently in order to clear misunderstandings and ambiguity as in the following example when the teacher differentiates between a second and foreign language. The distinction between the two terms may not be clear so he provides examples and extended explanation in order to clear any ambiguity.

Example 13:

ฝรั่งเศสหรือภาษาอะไรก็แล้วแต่ที่ไม่ใช่ภาษาของเราเรียกว่าภาษาต่างประเทศในประเทศไทยนะเนื่องจากประเทศไทยไม่ได้เป็น อาณานิคมใครดังรั้นประเทศไทยจึงไม่มี second language ที่เป็นภาษาต่างประเทศ ประเทศไทยจะมี foreign language ตั้งแต่ภาษาลาว ภาษาพม่า ภาษามาลายู ภาษาอะไรก็แล้วแต่เรียกว่าเป็นภาษาต่างประเทศ มันต่างไปจากเราดังนั้นเมื่อมันต่างไป จากเราอะไรๆมันก็ต่างไปจากเรา วัฒนธรรมก็ต่าง วิธีคิดก็ต่าง

Translation and explanation are also used to emphasize new concepts, highlight significant information provided by the teacher. The following example illustrates the use of explanation to emphasize the word 'phrase,' which is repeated twice in the sentence.

Example 14:

นะดังนั้นผมตอกย้ำตลอดสำหรับนักศึกษาว่าเวลาเรียนภาษาและวัฒนธรรมเริ่มจากเสียงสู่คำ คำสู่ประโยค ก่อนเป็นประโยคมัน เป็น phrase มันเป็น phrase.

Finally, the teacher uses translation and definition in order to explain the English phrases he used in a Thai sentence. In the following example the term 'bilignualism' is used as a part of the Thai sentence but the definition of this term is provided in the same sentence. Next, the term is repeated, which performs emphatic function. The teacher is drawing the students' attention at the concept.

Example 15:

ที่อยู่ในเยาวราชจะเห็นได้ชัดคือจะพูดภาษาจีนผสมกับภาษาไทย ส่วนมากเยาวราชจะเป็นจีนซัวเถา จะผสมกันได้อย่างไร ส่วนมากเรา จะใช้ bilingualism หรือ 2 ภาษาปนกัน ในสังคมไทยเป็นภาษาคงความลับหรือเป็น. Bilingualism. แล้วเดียวผมจะเรียงให้ นักศึกษาดูตั้งแต่

As was mentioned earlier, the mother tongue is frequently used in the lesson in order to clear misunderstandings and ensure the message is understandable for the students, which can be done quickly and efficiently.

4. Discussion

The present study attempted to examine the reasons for code switching in the classroom and to investigate the type of code switching in teacher discourse. The findings of the study reveal that the teacher frequently alternates between English and Thai in the lessons; however, Thai is the main language of instruction. The students have a low level of language proficiency whereas the lessons involve complex content (topics related to linguistics) delivered in a lecture mode. Teaching complex concepts requires clarity of communication to increase understanding and reduce ambiguity. Furthermore, the students are used to lessons taking place mainly in their L1; therefore, they may expect a great deal of teaching to be carried out in Thai. As it has already been pointed out, students naturally incorporate their new knowledge to the already existing native-language schemata. Hence, L1 is a resource they draw their existing knowledge and a strategy to lighten cognitive load. Therefore, the present study lends further support to previous studies revealing that code switching is frequently employed in teacher discourse to cater for the needs of the students. The amount of code switching is determined by the students' low level of proficiency in L2, which is in line with other studies (Carless, 2004; Jingxia, 2010; Levine 2011) as well as the complexity of content (topics related to linguistics) delivered in a lecture mode and students' expectations (Atkinson, 1993).

The findings show that intrasentential code switching is a common feature of teacher discourse. English switches are both short and simple in terms of the number of words produced per utterance consisting mainly of nouns or noun phrases. Intersentential and tag switching are infrequent. The reason for

tag switches in English being inserted rarely might be due to the character of the lecture that is very formal, does not involve interaction with the students and is highly focused on passing on content knowledge. High frequency of short intrasentential switches may, on the other hand, be related to the students' low level of language proficiency. The present findings are in line with those of Scheu (2000) who, having analyzed code switching pattern of bilingual students, maintains that intrasentential switching occurs most frequently in bilingual speech whereas tag switches are employed seldom. He further concludes that, similarly to the findings of the present study, in general intrasentential L2 switches do not violate L1 syntactic rules. In contrast, Jingxia (2010) found that intersentential switching is the most common pattern used by the Chinese teachers and students.

The current study reveals that language alternation takes place for various reasons including emphasis, substitution, clarification, off topic remarks and lack of equivalent in L1. The analysis did not show any examples of code switching related to reinforcement of a request, identity, interjection, easing tension, change of attitude, excluding from conversation or copying. The abovementioned function might be performed in L1 but the current study focused on analyzing L2 switches.

The largest category of L2 switches is substitution, i.e. the teacher inserts an L2 phrase into a Thai sentence that is formed according to Thai rules of syntax. Substitution takes place when the teacher refers to technical terms and concepts related to the lesson content.

Next, the teacher is code switching in order to emphasize the message expressed in L1. Given the complexity of subject matter learned in a foreign language, the teacher repeats phrases in order to mark their significance, enhance comprehension, facilitate retention, and model pronunciation. Sometimes the teacher uses L2 to draw the students' attention to ambiguous concepts or to highlight the spelling of an English word.

As far as clarifying function is concerned, the teacher frequently alternates between the two languages to help the students comprehend difficult concepts and clear any misunderstandings. The teacher also uses English to present many examples of the concepts the students are studying. Finally, the instructor code switches for a preventive purpose; the explanation is given in L1 because otherwise the lesson would not be understandable for the students. Translation used by the teacher serves an important pedagogic purpose. The instructor is simplifying the input thus making it more comprehensible in order to improve learningeffectiveness. The students are provided with an explication in L1 to increase understanding and bridge the gap between the students' competences in L1 and L2.

Next, many English words are used in teacher discourse because they have been borrowed into Thai language. They have become integrated into Thai lexicon having undergone morphological, phonological, orthographic or syntactic adaptation.

The findings indicate that the instructor code switches to offer off-topic remarks. They are an interesting feature of teacher discourse because they are comments irrelevant to the discussion but have been interwoven into a Thai sentence. They are used to express affirmation.

These findings relate to those of Flyman-Mattsson and Burenhult (2009) who argue that code switching is frequently used to explain difficult concepts and repeat the previously uttered sentences whereas Moghadam, Samad and Shahraki (2012) and Mujiono, Poedjosoedarmo, Subroto and Wiratno (2013) found the use of code switching to check understanding, clarify misunderstandings, translate, socialize, and make it easier to convey the message.

Finally, the analysis revealed frequent use of translation and explanation of English words in Thai, which is used to convey meaning and explain unfamiliar concepts. It is short and effective as it does not interrupt the flow of the lesson. Thus, it is used as a learning tool of pedagogical value to emphasize recently taught concepts and make input more comprehensible to ensure successful learning. Finally, due to its systematic use, translation and explanation through L1 helps to achieve the goals of the lesson. Thus, the present findings confirm that, as other researchers have reported (Jingxia, 2010; Latsanyphone & Bouangeune, 2009; Moghadam, Samad & Shahraki, 2012; Ramachandran & Rahim, 2004), L1 is employed to translate difficult concepts, which facilitates comprehensionand positively correlates with the learners' recall and retention of vocabulary.

However, translation technique is not overused in the lesson; a vast majority of English switches are not translated into Thai. It may be concluded that the instructor is confident that the students either are familiar with or can infer the meaning of unknown utterances from the context. The usefulness of translation in bilingual education has frequently been questioned; however, the findings suggest that translation is a natural part of discourse and it is not overused as the students can infer the meaning of unfamiliar phrases on the basis of contextual clues.

5. Conclusion

The current study indicates that the teacher code switches in order to clear misunderstandings, enhance comprehension, facilitate retention, and emphasize technical terms and concepts related to the lesson content. When teachers understand the pattern of their code switching, they can either eliminate the use of L1 when it could hinder acquisition process or justify its use when it facilitates learning. The use of L2 in the classroom needs to be maximized; however, code switching may prove to be a useful strategy, especially while teaching students with limited proficiency in L2. It also needs to be remembered that the cognitive load in students learning academic subjects through L2 is heavy; thus, teachers need to modify their teaching approach in order to both facilitate learning and meet educational goals.

The present and related studies show that code switching, which occurs naturally in the speech of bilinguals, can be usefully exploited for learning as it clears misunderstandings, facilitates communication and reduces ambiguity. However, in order to enhance learning, students need to be exposed to rich L2 input; thus, the use of the target language needs to be maximized. This, however, does not exclude code switching because if it is used systematically in a limited amount, it can be a useful tool for teachers to achieve teaching goals.

In the light of the theoretical assumptions and the research analysis, a number of recommendations for further studies may be drawn.First, the lessons were delivered in lecture mode, where information was transmitted from the lecturer to all students following a deductive approach. It is recommended that future research explore classrooms that are more communicative and provide more opportunities for interaction between students as well as between students and the teacher. Future researchers might be interested in exploring code switching practices in various methods of instruction not limited to lecture mode in different age-groups composed of learners with the same level of proficiency. It is recommended that further studies in a larger scale supported by larger corpora be carried out. Finally, face to face interviews could investigate teachers' and students' attitudes towards the use of code switching in the classroom.

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