

Code-Switching by Teachers in General English Classrooms: Reasons and Its Types Used in the Classrooms

Despite numerous earlier studies on code-switching, very little study has been done on the underlying reasons why EFL teachers do code-switching and their General English classroom practices. The goals of current study were twofold: to investigate the reasons EFL teachers use code-switching and explore the various types of code-switching they use in the classroom. In the research, a qualitative study was used, with the data collecting procedure consisting of observations and stimulated recall interviews. Following data collection, the data were coded for analysis, which involves finding patterns and themes. The study focused on ten EFL teachers who had knowledge of code-switching at a university in Vietnam. The findings revealed some motives why EFL teachers utilized code-switching in General English teaching and learning: classroom management, developing social ties, encouraging students' participation, and discussing specific themes. Three different types of code-switching employed by EFL teachers were identified. The study suggests that although code-switching offers certain advantages, EFL teachers should utilize code-switching judiciously to ensure that learners get the most exposure to the English language.

Key words: Code-switching; EFL teachers; General English classrooms

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