

Retraction Notice

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History

Expression of Concern:

- yes, date: yyyy-mm-dd
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Correction:

- yes, date: yyyy-mm-dd
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Comment:

The substantial portions of the text came from Joanna Tiffany Selamat's Master Thesis "Code Switching in the Malaysian ESL Classroom".

This article has been retracted to straighten the academic record. In making this decision the Editorial Board follows [COPE's Retraction Guidelines](#). Aim is to promote the circulation of scientific research by offering an ideal research publication platform with due consideration of internationally accepted standards on publication ethics. The Editorial Board would like to extend its sincere apologies for any inconvenience this retraction may have caused.

Editor guiding this retraction: Prof. Aqueil Ahmad (EIC of JSS)

Teachers' Beliefs of Code Switching in the ESL Classroom

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Abstract

In everyday communication, code switching has become a common phenomenon in places where bilingualism is the norm. As the methods and techniques of English language teaching are constantly being transformed, the potential role of the L1 needs to be considered. Code switching is a reality that cannot be ignored especially in a country such as Malaysia where English is learned as a second language. This study addresses teachers' beliefs in the use of code switching among students whose L1 is *Bahasa Malaysia* (a national language) and the teachers' role in the use of code switching in the ESL classroom. A 24-item 5-point Likert scale questionnaire was administered to 64 English teachers. The data were analysed using frequencies and percentages. The findings show that code switching is mainly used to facilitate teaching and learning such as to explain difficult words and meaning, to guide in making interpretations, to illustrate grammar rules, in editing content and in organizing and managing the classroom. In general, the teachers believe that code switching is advantageous for second language learning, especially when both teachers and students share a common L1.

Keywords

Code Switching, Teachers' Beliefs, English Language Teaching, L1 Use in ESL Classrooms

1. Introduction

Code switching is considered as a communicative phenomenon of constantly switching between two languages in a bilingual's speech collection. Akindede and Adegbite [1] describe code switching as a means of communication which involves a speaker alternating between one language and another in communicative events. Code switching occurs when an individual, who is bilingual, switches between two languages [2]. While [3] describes it as an alternate switch from one language to another. In a multilingual society, each language plays certain

complementary roles, reflecting different identities and thus serves “the complex communicative demands of a pluralistic society” [4]. A common conception is that code switching functions as a strategy to compensate for limited language proficiency. The assumption is that bilingual speakers code-switch because they do not know both languages completely. According to [5] this situation is known as semi-lingualism.

In this study, the feedback by teachers regarding code switching practices in the ESL classroom provides an authentic picture of the use of code switching. The objective of the study is twofold: 1) To investigate the beliefs of in-service teachers about the practice of code switching in the Malaysian ESL classroom context, and 2) To examine the roles of code switching in the Malaysian ESL classroom.

Language alternations are accepted as a natural occurrence in bilingual or multilingual communities. Speakers mix languages or codes, either in terms of dialects, varieties, speech styles or switching between two languages mainly to serve its communication roles. The beliefs of teachers towards code switching in ESL classrooms are investigated as it can shed light on the practice of code switching in the teaching of English as a second language in bilingual classrooms.

2. Review of Literature

2.1. Role of Teacher Code Switching

Past research has shown that code switching in second language classrooms is widespread even in contexts where official policies are imposed to “control or eradicate” its presence [6]. Ferguson [7] reported that there are similarities in the findings of studies which explored the role of code switching across different classroom contexts. Based on these findings, he outlined three broad functional categories:

- 1) Code switching for curriculum access.
- 2) Code switching for classroom discourse management.
- 3) Code switching for interpersonal relations.

The first category is related to the use of code switching to convey the content of the lesson in ESL classrooms, while the second category is a switch from “talking about the lesson” to “managing the classroom”. Code switching for classroom management refers to the use of code switching to retain classroom discipline and to manage the learners’ behaviour. The third category focuses on the use of code switching to establish and to maintain social relationships between teachers and learners. It affirms the social and affective aspects of the language classroom. Canagarajah [8] studied the code switching patterns of 24 secondary school ESL teachers in Jaffna and grouped the roles of teacher code switching into two broad categories, namely, for classroom management and for content transmission. The code switching functional categories proposed by Canagarajah are similar to the categories suggested by Ferguson, with the exception that the latter includes an additional category which focuses on the social roles of classroom code switching. The summary of Canagarajah’s categorisation of the code switching roles is as the following:

- 1) Classroom management
 - a) Opening the class
 - b) Negotiating directions
 - c) Requesting help
 - d) Managing discipline
 - e) Teacher encouragement
 - f) Teacher compliments
 - g) Teacher’s command
 - h) Teacher admonitions
 - i) Mitigation
 - j) Pleading
 - k) Unofficial interactions
- 2) Content transmission
 - a) Review
 - b) Explanation
 - c) Negotiating cultural relevance
 - d) Parallel translation
 - e) Unofficial student collaboration

The findings by Ariffin and Rafik-Galea [9] provide evidence for the pedagogic and communication purposes of code switching. They divided the use of code switching into four categories based on observation of code switching patterns in a content-based context at a Malaysian public university. The purposes identified include giving explanations and clarifications, topic switching, to lighten messages and to serve as affective roles. Then and Ting [10] examined and compared the use of code switching by teachers in English and science classrooms and found that the main roles of teacher code switching were as repetition and citation. This suggests that code switching is used mainly for the explanation of lesson content to facilitate the learning process.

2.2. Beliefs about the Use of Code Switching in the Classroom

The practice of code switching in the ESL and EFL classroom is a highly debated issue among ELT practitioners, educators and policy makers. Despite stringent monolingual education policies which insist on the exclusive use of the target language (English-only) in classroom discourse [11] many teachers regard code switching as an unfortunate but necessary measure [12] [13]. Likewise, Ellis and Shintani [14] claim that teachers often justify their use of code switching as “a response to the demands in the classroom”, and not because they believe in its cognitive values in language learning. Teachers often feel guilty when they include the first language in target language classrooms [15].

Lee [16] discovered that a majority of the Malaysian ESL teachers in his study have positive opinions of code switching use in the classroom. They believe that code switching should be used in the classroom and that it helps students to learn English. However, at the same time, they also believe that it should only be used when necessary, which suggests that the teachers prefer to minimise code switching use.

Ahmad and Jusoff [17] examined the opinions of 299 undergraduates enrolled in a university English Communication I proficiency course towards the teachers' use of code switching during lessons. Most of the participants agreed that code switching was used by the teacher to perform various classroom functions including checking for understanding, explaining unfamiliar words, managing classroom activities and providing affective support. It was also observed that the teachers' code switching influenced the affective state of the learners. This is based on the responses of the participants who indicated that code switching by teachers enabled them to feel more comfortable and less anxious during lessons as they were able to comprehend the L2 input. In addition, most participants have attributed their language learning success to the use of code switching by teachers. However, there have been few studies on teachers' beliefs about code switching. This study aims to investigate teachers' beliefs of code switching in ESL classroom.

Ariffin and Husin [18] investigated the attitudes of instructors and students towards the use of code switching in the classroom. They found that the instructors admitted that code switching was inevitable when teaching students who have limited proficiency in English. Less proficient students were more tolerant towards code switching as it facilitates comprehension. The more proficient students had a less favourable attitude towards code switching on the ground that more exposure to the target language will benefit them in the long run. These findings suggest that students' language abilities can influence their attitudes towards code switching as well as the instructors' frequency of code switching use in the classroom.

3. Research Methodology

This study was conducted at selected secondary schools in the district of Seremban, Negeri Sembilan, Malaysia. According to the statistics released by the Ministry of Education, there are 2394 secondary schools across the country, with close to 2.3 million enrolled students and a teaching force of about 18, 1747 teachers as of the 31st of December 2014. There are twenty eight secondary schools in Seremban and the student population consists of Malay, Chinese and Indian ethnic groups. English is a compulsory subject in all Malaysian primary and secondary schools.

The common language shared by all the students in the schools is *Bahasa Malaysia* (Malay), which is also the national language. All the schools selected belong to the national type secondary school and the medium of instruction in the schools is *Bahasa Malaysia*.

3.1. Research Participants

The teacher participants who were recruited for this study are teachers who hold education degrees from teacher

training institutions and universities. All of the teachers are English teachers with at least two years of teaching experience. The study initially aimed to recruit 103 teachers to participate as questionnaire respondent as according to Krejcie and Morgan [19]. 103 responses were required to achieve a 95% confidence interval in generalizing to the 140 teachers. Researcher emailed the questionnaire to 85 email address provided by Seremban district education office but only 64 responded. Each respondent was provided with an information sheet which outlined the purpose of the researcher research project and a consent form.

3.2. Research Design

The choice of data collection methods is dependent on the research questions and aspects of the research which are of interest to the researcher. Therefore, the method of data collection is determined by the types of data that need to be collected in order to answer the research questions [20]. In this study, the quantitative methods approach was chosen. Data were collected in order to obtain a better understanding of the code switching practices in ESL classrooms.

In this study, quantitative methods are used, 'with each type of data contributing to answering the same or different research questions' [20]. The data for this study was obtained through the administration of a set of questionnaires.

A closed-ended 24-item 5-point Likert scale questionnaire was administered to the selected teachers. The items in the questionnaires were adopted from Joanna [21]. The set of questionnaires comprised general statements that were constructed to elicit the participants' opinions and attitudes toward the roles and beliefs of classroom code switching. The questionnaire for teachers was prepared in English only.

3.3. Analysis

Numerical values were assigned to each code of the Likert scale as part of data coding. The first section of the teacher questionnaire contains items eliciting the participants' self-reported frequency of code switching use for the list of roles in the classroom. The codes were arranged according to numerical order from 1 to 5, based on the Likert scale (1 = never, 2 = hardly ever, 3 = often, 4 = almost all the time and 5 = every time). The coding system for the second section of the teacher questionnaire used the same numerical order, but represents the attitudes or beliefs of teachers about the statements (1 = totally disagree, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little and 5 = totally agree). The items were analysed using frequencies and percentages and tabulated for comparison. The items for each section in the questionnaire were then grouped under broader categories to identify and explore the relevant relationship and discrepancies in the data. A summary of the results for each section in the questionnaire was tabulated to present a general overview of the data.

4. Results

Based on the results, it was found that a majority of the respondents show a positive view of the practice of code switching in the ESL classroom.

4.1 Roles of Teachers' Code Switching in Malaysian ESL Classrooms

The findings reveal that roles of teacher code switching can be grouped into three functional categories as proposed by Ferguson [7]. The first one is for curriculum access followed by the second one for classroom management and lastly for interpersonal relations. According to Ferguson, code switching is used for constructing and transmitting cognizance fixates on distributing the teaching content. He further adds that the linguistic knowledge about the target language while code switching for classroom management encompasses the utilization of code switching as an effort to manage students' attitude in the classroom. Meanwhile, code switching for interpersonal relations relates to the use of code switching which is connected to the social aspects of the language classroom and the learning situation.

Table 1 presents the different roles of teacher code switching in the ESL classroom according to their respective functional categories. The percentage for each code switching role is calculated using SPSS. In other words, the percentages can be used to indicate the overall preference for the use of code switching by teachers. As can be seen in **Table 1**, a majority of the respondents show highly positive responses towards the role of code switching for curriculum access. Teachers often use code switching as a tool for checking their students'

Table 1. The roles of teacher code switching in the ESL classroom according to their respective functional categories ELT.

Roles of Teachers Code Switching	Item	Never (%)	Hardly Ever (%)	Often (%)	Most of the Time (%)	Every Time (%)
Curriculum access	To explain meaning of words and sentences	0	0	50.0	39.1	10.9
	To explain difficult concepts	0	12.5	18.8	18.8	50
	To explain grammatical concepts	0	6.3	46.9	46.9	0
	To check for comprehension	0	7.8	73.4	7.8	10.9
	To introduce unfamiliar materials and topics	0	0	10.9	67.2	21.9
	To explain the differences between the students' first language and English	0	0	15.6	71.9	12.5
	To draw students' attention to the correct pronunciation of sounds in English	31.3	18.8	31.3	10.9	7.8
Classroom management	To organise classroom tasks	0	51.6	48.4	0	0
	To maintain classroom discipline and the structure of the lesson	0	40.6	40.6	18.8	0
Interpersonal relations	To build and strengthen interpersonal relationships between teachers and students	0	20.3	23.4	39.1	17.2
	To reduce students' anxiety in learning English	0	0	40.6	42.2	17.2
	To increase students' motivation and confidence in learning English	0	9.4	48.4	20.3	21.9
	To provide praise, feedback or personal remarks about students' performance	20.3	50.0	9.4	20.3	0
	To encourage students' participation in the classroom	0	21.9	48.4	20.3	9.4

comprehension which has the highest percentage of 73.4% (n = 47), followed by 71.9% (n = 46) for explaining the differences between the students' first language and English. Another 67.2% (n = 43) of the respondents also reported that they use code switching to introduce unfamiliar materials and topics most of the time, while none of the respondents claimed that they never and hardly ever used it. As seen in **Table 1**, most items had none of the teacher claiming that they never and hardly ever used code switching in English language teaching. It can be generalised that the use of code switching by teachers for constructing and transmitting knowledge takes precedence over the use of teacher code switching for classroom management and for interpersonal relations.

4.2. Teachers' Beliefs about Code Switching and the Principles of ELT

The teachers' beliefs about code switching and the principles of ELT are grouped into four categories, the first category comprises positive views of the effects of code switching on the language learning process, the second is on negative views of the effects of code switching on the language learning process, and the third category is

made up of positive views of code switching in the ESL classroom, and the final category is on negative views of code switching in the ESL classroom. **Table 2** displays the percentages of responses for all the four categories.

From the proportion of percentages in **Table 2**, it can be observed that many of the teachers believe that the use of code switching has a highly positive impact on the language learning process, as evident in the percentages for the first category, 70.3% (n = 45) expressed their total agreement that code switching facilitates the language learning process while the remaining 29.7% (n = 19) agree with it to a certain extent. However, the teachers also believe that there are some negative effects to code switching. As seen in the table, unequal proportion between the first and second category suggests that although most teachers believe that code switching is a useful teaching and learning strategy, they are also aware of some potential negative effects as seen can be seen in the item "Code switching increases the students' reliance and dependency on the teacher". It shows that half of the respondents (50.0%) (n = 32) totally agree with the statement. However, none of the respondents had disagreed with the statement. For the third and fourth categories, the percentages also reflect that teachers are quite ambivalent in their views about the use of code switching in the ESL classroom. **Table 2** shows that even

Table 2. Teachers' beliefs about code switching and the principles of ELT.

Beliefs about Code Switching	Items	Totally Agree (%)	Agree a Little (%)	Neutral (%)	Disagree a Little (%)	Totally Disagree (%)
Positive views of the effects of code switching on the language learning process	Code switching will facilitate the language learning process.	70.3	29.7	0	0	0
	Code switching is an efficient, time saving technique.	31.3	39.1	10.9	10.9	0
Negative views of the effects of code switching on the language learning process	Code switching increases the students' reliance and dependency on the teacher.	50.0	31.3	18.8	0	0
	The use of other languages will result in a decline in the standards of English	0	51.6	18.8	29.7	0
Positive views of code switching in the ESL classroom	Code switching should be included as an integral part of the ESL lesson.	7.8	51.6	40.6	0	0
Negative views of code switching in the ESL classroom	English is best taught in English-only classroom.	20.3	39.1	9.4	10.9	20.3
	The ideal teacher of English is a native speaker.	9.4	21.9	7.8	20.3	40.6
	There should be a strict separation of the mother tongue and English in the ESL classroom.	0	53.1	29.7	0	17.2
	Code switching should only be used as a last resort by the teacher when all other option have been exhausted.	68.8	23.4	7.8	0	0
	Learners will have more success in learning English if it is used more frequently in the ESL classroom.	50.0	29.7	10.9	0	9.4

though 51.6% (n = 33) of the teachers agree that code switching should be included as an integral part of the ESL lesson, 53.1% (n = 34) of the respondents believe that there should be strict separation between the use of the mother tongue and English in the ESL classroom. In addition, 68.8% (n = 44) of the teachers had totally agreed that code switching should only be used as a last resort by the teacher when all other options have been explored. In general, the teachers have positive views about code switching and of its significance in the teaching and learning process as their responses seem to indicate that they may harbour only some slight uncertainties of its negative implications on the language learning process.

5. Discussion of Findings

5.1. Beliefs of In-Service Teachers about Their Use of Code Switching in the ESL Classroom

In the questionnaire, it was found that 78.2% of the teachers showed highly positive beliefs about code switching as being less time consuming compared to the other alternative of using English only in the classroom. The teachers seem to think that code switching makes the delivery of lessons easier without having to worry about time constraints. In addition, they also believe that code switching allows them to complete the syllabus within the stipulated time.

There has been a perpetual discussion in ESL pedagogy on whether code switching should be included as an integral part of the ESL classroom. More than half of the teachers elicited positive responses with 59.4% agreeing that it should form an integral part of the ESL classroom while 40.6% of the teachers chose to remain neutral on the issue. The findings also show that some of the teachers are unanimous about the benefits of code switching whereas others appear to have reservations about including it as a fundamental component of the ESL classroom. Despite this, the general consensus is that code switching is useful in the ESL classroom.

Analyses from the questionnaire results show that there are negative views among teachers about the use of code switching in the ESL classroom even though a great many of the teachers have positive opinions about their own use of code switching.

A few of the teachers view their use of code switching in the ESL classroom as undesirable because they believe that it will result in unacceptable language use among students which can subsequently lead to a decline in the standard of English. In the questionnaire, 51.6% of the teachers agreed that the addition of other languages in the classroom will have a negative impact on the standards of English, while 29.7% of them disagreed. Although, as shown in code switching for curriculum access, most of the teachers also acknowledged and agreed that the code switching by the teacher is necessary under certain situation, especially when it comes into explaining part. Thus, it seems that the teachers have some concerns as to the effect that code switching may have on the standard of English among students. Based on the teachers' responses, it appears that teachers' beliefs may be influenced by the prevalent anti-L1-in-the-L2-classroom attitude, which associates code switching with language pollution and undesirable language behaviour [22].

The findings also revealed that the majority of the teachers (81.3%) believe that the practice of code switching deprives students' of the opportunity to develop into independent learners. Many of the teachers (59.4%) believe that English is best taught in an all English-only classroom while 31.2% of the teachers disagreed with the idea of monolingual ESL classrooms. The ideal ESL classroom is thus perceived as one in which there is no use of languages other than the target language. In addition, the teachers' responses on whether there should be a strict separation of the mother tongue and English in the ESL classroom shows that some of the teachers (53.1%) agree that both languages should be kept separated while 17.2% of them disagree. The remaining 29.7% of the teachers maintained a neutral stance with regards to this issue. These percentages are consistent with the percentages of teachers who believed that English is best taught in English-only classrooms although there is a slight difference in the actual percentages for both statements.

The majority of the teachers (92.2%) agreed that code switching should only be used as a last option when all other efforts have been exhausted. It is supported by the percentages of teachers (79.7%) who agreed that students will be more successful in learning English if it is used more frequently in the classroom. The practice of code switching appears to be the least preferred teaching strategy for teachers compared to the other options. It is clear that some teachers highly believe that the amount of target language use in the ESL classroom has a significant influence on the students' English language achievement, and that maximum use of the target language will lead to success in language acquisition.

It can be suggested that although teachers believe there are some probable counterproductive aspects of

classroom code switching, the actual classroom reality does not permit the complete exclusion of the students' first language. Teachers may have been trained to avoid the use of the first language, however in practice, it is often a convenient tool to use.

5.2. The Roles of Code Switching in the Malaysian ESL Classrooms

As mentioned in the literature review, the roles of teachers' code switching can be grouped into three comprehensive categories, first is code switching for curriculum access, and second is code switching for classroom management and lastly is code switching for interpersonal relations [7]. The findings in this study are consistent with the findings of similar studies, which investigated the roles of teacher code switching [7]-[10]. Most of the teachers stated that code switching is mainly used for curriculum access and for maintaining interpersonal relations. Compared to the other two roles, teachers' code switching for classroom management is used to a lesser extent.

The roles of teacher code switching for curriculum access is related to the roles of code switching for constructing and transmitting knowledge as presented in the **Table 1**.

With the exception of code switching to draw students' attention to the correct pronunciation of sounds in English, based on the percentages in the table it can be said that virtually all of the teachers stated that they use code switching for all the roles above. Only 50% of the respondents reported that they use code switching to perform these roles. Teacher code switching is used to deal with language learning difficulties related to the meaning of words and grammatical items rather than with phonological aspects. All of the teachers reported that they code switch to explain the meaning of words and sentences. Another role of teacher code switching is to check for comprehension and 92.1% of the teachers reported doing so.

Code switching is utilized by teachers mostly for maintaining interpersonal cognition. As observed in the roles of teachers' code switching for interpersonal relations in **Table 1**, a majority of the teachers reported code switching to accommodate the specified roles.

All of the teachers reported that they use code switching to reduce students' apprehensiveness in learning English, which may arise from the latter's unfamiliarity with the language and their circumscribed proficiency in the language. The teachers' cull of language use can be interpreted as a strategy to make the students feel less uncomfortable during the English class. The inclusion of the students' first language in the classroom provides affective support, which is crucial when teaching students who have limited knowledge about the target language. The learning anxiety that students experience in the language classroom is one of the factors which activates the affective filter and consequently inhibit the language acquisition process [23]. Most of the teachers also reported that code switching is used to foster students' motivation and develop their confidence in learning English.

Teacher code switching is also utilized for classroom management purposes. The roles of code switching which fall under this category can be found in the **Table 1**.

Based on the percentages in **Table 1**, teachers mainly used code switching to encourage students' participation in the classroom. About 59.4% of the teachers reported that they use code switching to maintain classroom discipline. The percentages of reported use of code switching by the teachers to provide praise, feedback, or personal remarks about students' performance are lower than the percentages of the code switching roles.

Code switching should not be used as a substitute for the target language. It should be used conscientiously to provide the necessary support to achieve the desired learning outcomes. It is important for teacher training programmes to educate teachers about code switching use in the language classroom so that teachers are equipped with the knowledge on how they it can be managed in classroom [24] instead of relying only on their instincts and personal experiences. Teachers who are well-informed about the practice of code switching will be able to provide a more inspiring language learning experience for the students.

6. Implications of Findings

Based on the findings of this study, the Malaysian English teachers seem to have an overall highly positive experience and beliefs of code switching in the ESL classroom. They realise that code switching can be exploited to be used to an advantage in the language classroom and they are generally aware of the pedagogical roles of code switching. However, teachers also raised anxieties about issues related to the negative aspects of code switching in target language classrooms. These contradictory beliefs about code switching could impact on how

it is used in the classroom. The findings in this study could thus be used as motivation for teachers to examine and evaluate their own code switching practices so that they can have a better understanding of the role of code switching in second language learning. This will enable teachers to develop techniques and strategies relevant to the learning needs and language abilities of students. Recent studies conducted across various instructional contexts have challenged the claims that code switching is related with the loss of target language fluency and language disorder e.g. [7] [10] [11].

It can be inferred from the study that classroom code switching, whether used by the teacher or students, is often related to limited language competence of students and the nature of learning contexts (this one to). Therefore, the education authorities should take these factors into consideration when devising the language curriculum.

In addition, language education policymakers should consider the possibility of acknowledging or legitimising the inclusion of code switching as a subsidiary teaching and learning strategy in the ESL classroom rather than dismissing its educational merits predicated by unfounded monolingual ideologies. The acceptance of code switching by teachers should be a resounding indicator that it is time that policy makers examine the use of code switching and re-evaluate its status in the ESL classroom. It is important for policy makers to gauge teachers' and students' beliefs about the use of code switching, because ultimately the teachers and students are the ones who will be affected by changes in language education policies. Thus, policy makers should collaborate with language educators and ELT experts to develop a comprehensive language curriculum which focuses on meeting the actual needs of students rather than on composing preconceived notions about classroom code switching.

7. Conclusion

This study has shown that code switching has potential as a teaching tool in the ESL classroom. Teachers need to be made aware of the role of code switching in teaching a second language and to be able to use code switching judiciously in the classroom. Thus, this calls for the need for a more comprehensive training of teachers including the need for teachers to understand research-based knowledge on teaching and learning ESL. The roles and expectations of ESL teachers are useful for the Malaysian Education Ministry in educating teachers on English Language Teaching (ELT) methodologies and Second Language Learning (SLA) theories. The Ministry of Education should thus provide teachers with more opportunities to be regularly exposed to professional development programmes to ensure that the teachers keep abreast with current trends of SLA and ELT.

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Appendix

Questionnaire for Teachers

Name:

Qualification:

Teaching Experience:

Please rank the following statements according to your personal use and/or beliefs in the practice of code-switching in an ESL classroom. Instruction: Place an asterisk (*) in the columns provided

1 = Never 2 = Hardly ever 3 = Often 4 = Most of the time 5 = Every time

(Statements 1 - 14 are rated based on the above scale)

In class, I switch from English to the students' first language:	1	2	3	4	5
1. To explain meaning of words and sentences					
2. To explain difficult concepts					
3. To explain grammar explicitly					
4. To check for comprehension					
5. To organise classroom tasks					
6. To introduce unfamiliar materials/topics					
7. To explain the differences between the students' L1 and English					
8. To draw students' attention to the correct pronunciation of sounds in English					
9. To maintain classroom discipline and structure of the lesson					
10. To provide praise/feedback/personal remarks about students' performance					
11. To encourage students' participation in classroom activities					
12. To build/strengthen interpersonal relationships between the teacher and students					
13. To reduce students' anxiety in learning English					
14. To increase students' motivation and confidence in learning English					

1 = Totally agree 2 = Agree a little 3 = Neither agree or disagree 4 = Disagree a little 5 = Totally disagree
(Statements 15 - 25 are rated based on the above scale)

I believe that:	1	2	3	4	5
15. Code switching will facilitate the language learning process.					
16. The practice of code switching will increase the students' reliance and dependency on the teacher.					
17. Code switching should be included as an integral part of the ESL lesson.					
18. There should be a strict separation of the mother tongue and English in the ESL classroom.					
19. Code switching should only be used as a last resort when all other options have been exhausted.					
20. Code switching is an efficient, time-saving technique.					
21. English is best taught in English-only classrooms.					
22. The use of other languages in the ESL classroom will result in a decline in the standards of English.					
23. The ideal teacher of English is a native speaker.					
24. The more English that is used, the better the results for the learners.					