

การวิเคราะห์การสลับภาษาของนักศึกษาสาขาวิชาภาษาอังกฤษศึกษาและ
อาจารย์ที่ใช้ภาษาอังกฤษเป็นสื่อในการสอนผ่านห้องเรียนออนไลน์

An Analysis of Code-switching of English Studies Major Students and
a Lecturer in an English as a Medium of Instruction in an Online Classroom

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บทคัดย่อ

การศึกษาวิจัยเรื่อง "การวิเคราะห์การสลับภาษาของนักศึกษาสาขาวิชาภาษาอังกฤษศึกษาและอาจารย์ชาวไทยที่ใช้ภาษาอังกฤษเป็นสื่อในการสอนผ่านห้องเรียนออนไลน์มีวัตถุประสงค์เพื่อศึกษาและจำแนกประเภทของการสลับภาษาที่ใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอนผ่านห้องเรียนออนไลน์และเพื่อวิเคราะห์ประเภทของการสลับภาษาที่ใช้ภาษาอังกฤษของนักศึกษาชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษศึกษา จำนวน 35 คน กับอาจารย์ชาวไทยที่ใช้ภาษาอังกฤษเป็นสื่อในการสอนผ่านห้องเรียนออนไลน์ จำนวน 1 คน ณ คณะมนุษยศาสตร์ มหาวิทยาลัยราชภัฏเชียงราย โดยใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจงกับ เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ห้องเรียนผ่านโปรแกรมซูมและกูเกิ้ลมีท วิดีโอบันทึกภาพและเสียงในโปรแกรมซูมและกูเกิ้ลมีท แบบสังเกตการสลับภาษา และการสัมภาษณ์เชิงลึกแบบตัวต่อตัวผ่านโปรแกรมออนไลน์ วิเคราะห์ข้อมูลโดยการระบุและจัดประเภท รวมทั้งสรุปผลการศึกษา และนำเสนอผลการศึกษาเชิงพรรณนาโดยใช้สถิติในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละและการแจกแจงความถี่

ผลการวิจัยพบว่า 1) ประเภทของการสลับภาษาจากภาษาอังกฤษเป็นภาษาไทยที่ใช้บ่อยที่สุดในการสอนผ่านห้องเรียนออนไลน์ของอาจารย์ชาวไทย คือ การให้ความชัดเจนร้อยละ 76.14 ในขณะเดียวกัน การเรียกความสนใจมีการสลับภาษาน้อยที่สุดร้อยละ 0.96 นอกจากนี้การสลับภาษา

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จากภาษาไทยเป็นภาษาอังกฤษของอาจารย์ชาวไทย พบว่า ประเภทของการสลับภาษาจากภาษาไทยไปภาษาอังกฤษที่ใช้อยู่ 2) ผลสัมฤทธิ์ทางการเรียนหลังจากศึกษาด้วยโมบายแอปพลิเคชันของผู้เรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 3) ผู้เรียนโมบายแอปพลิเคชันมีความพึงพอใจต่อการใช้ออปพลิเคชันอยู่ในระดับมาก ($\bar{x} = 4.42$, S.D. = 0.65)

คำสำคัญ: การสลับภาษา ภาษาอังกฤษที่ใช้การสอน ห้องเรียนออนไลน์ ภาษาอังกฤษศึกษา

Abstract

This study, entitled “An Analysis of Code-Switching of English Studies Major Students Using English as a Medium of Instruction in the Online Classroom”, had 2 main purposes which were to identify and classify code-switching used in an online classroom, and to analyze the functions of code-switching used in the online classrooms. The subjects were 35 third-year English study major students selected by the purposive sampling technique, and the online classes were all conducted by a Thai lecturer using English as a medium instruction in the online classroom at the Faculty of Humanities, Chiang Rai Rajabhat University, Thailand. The research instruments employed in this study included the online classes via the Zoom Video Conference Program and Google Meet, embedded VDOs via the Zoom Video Conference Program, code-switching observation checklists, and online in-depth face-to-face interviews. The data were all analyzed, categorized, summarized, and were also presented with descriptive technique with using percentage and frequencies.

The results of the study revealed that the most frequent CS function from English to Thai, in terms of the Thai lecturer's code-switching functions, was clarifications (76.14%), meanwhile calling for attention (0.96%) was rarely used. Furthermore, in terms of the Thai lecturer's Thai-English code-switching use inside the online classrooms, the most frequent Thai-English CS function was clarifications (70.37%) whereas his code-switching on apologies (1.23%) was rarely used. On the other hands, in terms of the English Studies major students' code-switching functions, it also showed that the most frequent English-Thai CS was clarifications (45.76%), meanwhile expressions of gratitude (3.38%) were rarely used. Also, their clarifications

(42.10%) were mostly used to switch Thai to English whereas their question shifts (21.05%) were rarely used.

Keywords: Code-switching, English as an Instruction, Online Classroom, English Studies

Introduction

Nowadays, English plays a very significant role in Thai education; moreover, the Thai government has recognized the importance of English as a core course in different educational institutions for decades. Since 1999, these educational institutions have been encouraged to establish bilingual curricula, English is also taught and intensive English programs are all provided for students as language instructional management. This is because the demands for communication in English have increased dramatically so that the numbers of foreign experts are hired for facilitating the learning process in Thailand. Most importantly, one of the most effective strategies in English language learning is the use of code-switching. It is insisted that code-switching occurs only in bilingual societies, and researchers consider not only in changing the code but in using both languages simultaneously (Ministry of Education 2008: unpagued).

Reyes (1995 : 153-182) states that code switching (CS) viewed by speech-language pathologists is an indicator for language proficiency. Previous studies on code-switching (CS) focused on exploring adult-adult and adult-child interaction. A few studies on CS cited in McClure (<http://citesee.ist.psu.edu/451693.html>, 2017) have shed some lights on how bilingual students use a different language when addressing someone in particular. In other words, code-switching, referring to when Thai students change from one language to another, is challenging to investigate because the Thai language is their mother tongue, whereas English is a much needed second language used in their classroom. Issues about language learning are raised by code-switching between Thai and English. The students' language switching might lead to either an improvement or an impairment of their ability to communicate in English. As a result, students' language acquisition in learning both Thai and English in the EFL Asian context is needed for their language switching from Thai to English or from English to Thai. Reyes (2001 : 319-331) also states that as CS might be an indicator of bilingual

ability in adults, it might clarify the development of children's bilingual communication with their second language learning.

However, both code-switching and code-mixing are much needed for clarifying the insightful definition of two words. Code switching is an alternative between two or more languages in a speaker's speech. It involves the fusing of two or more varieties of language in a single conversational utterance. The word code is a neutral sociolinguistic referral of a linguistic variety which may either be a language or variety of a language/dialect, style or register. Various scholars have come up with different definitions of the term code-switching and code-mixing. Hymes (1976 : unpagged) describes that code switching is "a common term for alternative use of two or more languages, varieties of a language or even speech styles", while Maschler (1998 : 125) views that code mixing or a mixed code as "using two languages so that a third new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern". Moreover, Bokamba (1989 : 277-292) also explained the two concepts noting that code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event. Code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand. It is a practice of alternation in discourse practiced by switching to and from the available subsystem or codes. The practice is individually based and emerges from interactions. Muysken (2000 : 1) attempted another distinction of the terms, noting that code switching is "the rapid succession of several languages in a single speech event"; otherwise, code mixing refers to "all cases where lexical items and grammatical features from two languages appear in one sentence". In the explanation of the two concepts, Faltis (1989 : 117-127) also views that code mixing is the intra sentential switching. He notes that language contacts are the outcome of increased social interaction between people of different linguistic culture, who are living as neighbors and it is usually initiated by the assumed prestigious and powerful languages.

Thus, this research's main interest is based on code-switching and not code-mixing. Code-switching in foreign language classroom settings have been disputed for decades. Isa (2013) insists that the use of code-switching is accepted so that the suitable use of code-switching helped some teachers' anxiousness on how is the code-switching implemented for their teaching in English classrooms.

According to Ellis (1994 : unpagged), he cited that first language is not necessary to become a part in EFL teaching, and the over use of first language might deprive learners of valuable input in the second language. Moreover, Lightbown, P. M. (2001: 598-599) believes that teachers should aim at creating a pure foreign language environment since they are the sole linguistic models for the students, and that code-switching will result in negative transfer in foreign language learning. Most importantly, other convincing disputes for using the mother tongue to teach the student are mostly explored. Nevertheless, teaching only English cannot make students successful. Many authors claim that mother tongue is a benefit for the student for describing the complicated grammar patterns and attitudes. Furthermore, it facilitates students' new vocabulary learning, saving times for describing complicated instructions. However, using only English in the classroom can encourage some students' tense-making. Not only is the teacher's obligation prepared for students' clearer and more understandable lessons, but it also facilitates students' self-esteem and free conversation (Brown, 2000 : 14). In addition, there are some other specialists, such as Stern, H. (1992: unpagged) and Cook, V. (2000 : unpagged) who assert that students' first language (L1) needs a place in EFL classes. Cook, V. (2000 : unpagged) believes that allowing students to use their mother tongue as a "learner preferred strategy" is a humanistic approach, as it lets them say what they really wish. Stern, H. (1992 : unpagged) suggests that it may be the time to "reconsider" the use of cross lingual strategy, though in theory, language teaching today is entirely intralingua. However, the English major students' problems in their English lectures with Thai lecturers teaching English for General Education courses, English major courses and other ESP English courses at the Faculty of Humanities, Chiang Rai Rajabhat University, Thailand should be mostly improved based on the investigation of their use of code-switching functions

in order to pursue their effective interaction with Thai lecturers using English as a communication tool.

By paying attention to code-switching, it is anticipated that during each online lecture, the major students and Thai lecturers use of Thai - English and English - Thai code-switching functions conducted with the Google Meet and Zoom Video Conference Program is mostly challenged. Otherwise, all the information about lectures with English major students at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand cannot be all collected because of COVID-19 pandemic outbreaks. Also, the online course “Introduction to Translation” conducted in this study was lectured in both Thai and English discussions with the targeted group of English Studies major students due to their deeper understandings of translation studies in Thai, as well as the Thai lecturer’s detailed explanations of this online course in Thai. Auer (1998 : unpagged) also indicates that CS functions need to be examined in order to gain some more clearly defined sociolinguistic explanation. Thus, this present study were examined the Thai lecturers’ and English major students’ use of code-switching related to their emphases, requests, clarifications, calling for attention, expressions of gratitude, question shifts, apologies, and interjections conceptualized by Auer (1998 : unpagged) in the on-line EFL classroom.

Objectives of the Study

1. To identify and classify code-switching used by English Studies major students and the Thai lecturer in the online classrooms.
2. To analyze the functions of code-switching of by English Studies major students and the Thai lecturer in the online classrooms.

Scope of the Study

Participants: One Thai lecturer teaching the course “Translation Techniques and Strategies” during the 3rd semester of the 2019 academic year, and 35 third-year

English major students using English as an instruction in the online classrooms (EIOC) at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand. The subjects of the study were purposively selected with this study, so the CS phenomena occurred within this group of subjects. The third-year university students, who are from English Studies curriculum as an international curriculum, use English as an instructional language in all the courses including general education courses. Also, the third-year English major students' greater English language proficiencies together with their better interaction were all resulted from more difficult English courses, encouragements for easy-to-understand and complicated questions, as well as well-prepared real-life situations served for their panel discussions.

Contents: The CS means only switching between Thai and English and English and Thai at both intersentential and intrasentential levels and the functions of code-switching adapted from Auer (1998: unpagged). These included emphases, requests, clarifications, calling for attention, expressions of gratitude, question shifts, apologies, and interjections were all used for data collection and analysis of the Thai lecturer's interaction with their English major students inside the on-line English classrooms.

Area: This study was conducted and shifted via online at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, during the 3rd semester of the academic year 2019 because of the COVID-19 global pandemic.

Methodology

Research Design : This study was a descriptive survey research, which aimed to collect both quantitative and qualitative data in order to identify and classify code-switching levels of use -- intrasentential code-switching and intersentential code-switching, as well as to analyze the functions of code-switching including emphases, requests, clarifications, calling for attention, expressions of gratitude, question shifts, apologies, and interjections used by one Thai lecturer and 35 English Studies major students of the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand taken from 10 online classroom via the Zoom Video Conference Program and Google Meet.

Course Conducted : The course “Translation Techniques Strategies” was taught during the 3rd semester of the 2019 academic year, with the selected group of 35 third-year English Studies major students using English as an instruction in the online EFL classrooms at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand were all selected by the purposive sampling technique. In terms of selecting this course “Translation Techniques Strategies” conducted in this study, it was lectured in both Thai and English discussions with the targeted group of English Studies major students due to their deeper understandings of translation studies in Thai, as well as the Thai lecturer’s detailed explanations of this online course in Thai.

Research Instruments included: 1) Online classrooms via the Zoom program and Google Meet; 2) Code-switching frequency checklists; 3) Embed video-recording via the Zoom program, and 4) Online in-depth face-to-face interview.

Data Collection Procedures

1. The researcher recorded the Thai lecturer’s online group discussions with the 35 English Studies major students in order to provide natural dialogues by using a video recorder via the Zoom Video Conference Program. Each class was recorded by the researcher for later observation. There were 10 online class schedules and each class is two hours conducted during March - May 2020.

2. The researcher transcribed the dialogues between the Thai lecturer and 35 English Studies major students. Each video clip was checked as to whether it met the researcher’s requirements and was natural. Furthermore, the researcher asked the Thai lecturer and 35 English Studies major students to check their transcriptions and to confirm that all the written transcriptions were from the dialogues that had been recorded. While the on-line group discussions were being observed, the Zoom Video Conference Program was put on and online video-recording was taken for the class period. Also, the recorded information was all transcribed into written texts.

3. The written texts taken from video-recording via the Zoom Video Conference Program were all categorized into the CS levels of use from Thai to English and from English to Thai -- (intrasentential and intersentential levels) for which the results would be presented in percentages. In other words, the use of code-switching functions related to emphases, requests, clarifications, calling for attention, expressions of

gratitude, question shifts, apologies and interjections employed by the Thai lecturer and 35 selected English Studies major students, according to whether the video recordings via the Zoom Video Conference Program, were further sub-categorized and analyzed as descriptive analysis with its percentages and frequencies, and all the numbers and data were presented in tables, and the researcher also summarized the information and reported.

4. In order to obtain the qualitative data taken from online in-depth interviews of one Thai lecturer's 10 online classrooms via the Zoom Video Conference Program and Google Meet on lectures with the class, on an online platform but still with online face-to-face interviews via the Zoom Video Conference Program and Google Meet. The interview questions consisted of nine questions related to the use of code-switching inside the on-line classrooms were asked for approximately twenty minutes to half an hour with the Thai lecturer and each the participative student. After using the online face-to-face interview via the Zoom Video Conference Program and Google Meet, the Thai lecturer's and student's interviewed information were also summarized, synthesized and presented into the descriptive analysis and frequencies.

Data Analysis

Both the classification of code-switching and the functions of code-switching employed by the Thai lecturer and 35 English Studies major students were analyzed and categorized in each theme, the researcher adopted the intrasentential and intersentential levels conceptualized from Auer (1998: unpagged). The concept adopted included emphases, requests, clarifications, calling for attention, expressions of gratitude, question shifts, apologies and interjections. The results were then analyzed, categorized, summarized, and presented with descriptive analysis and its percentages and frequencies.

Summary and Discussion

1. CS Frequency from Thai to English and from English to Thai at Intrasentential and Intersentential Level

According to the results of the findings, it revealed that the numbers of CS frequencies used in the translation classroom by the lecturer and the students in total were 636 instances. In addition, the Thai lecturer's CS frequency use were 576 cases (90.56%) and the 35 third-year English Studies major students' CS frequency use were 60 cases (9.44%) found at both intrasentential and intersentential CS levels. In terms of the Thai lecturer's intrasentential CS level, it showed that the Thai lecturer's CS frequency use was 576 cases switching from English to Thai was found at the intrasentential CS level of 472 cases (81.94%), which was more than that of his intersentential CS level of 104 cases (18.06%). In terms of the CS frequency use of 35 third-year English Studies major students, on the other hands, their CS frequency use were 58 cases switching from English to Thai at the intrasentential CS level (96.67%) more than that of their intersentential CS level of 2 cases (3.33%).

In terms of the level of intrasentential CS, it showed that code-switching at the intrasentential level used by the Thai lecturer mostly occurred at word level. Moreover, the Thai lecturer's switching from English to Thai at the intersentential level or at sentence level was mostly found in the online classroom. The use of code-switching by the Thai lecturer may be due to the lecturer knowing the language competency of the students and he then uses the code-switching technique as one of his teaching strategies. As quoted in the exemplified statement of CS at the intrasentential level used by the Thai lecturer and English Studies major students. “**Situation:** The Thai lecturer is giving some detailed responses on his students' homework assignment. “Thai lecturer: เขียน report เขียนยังไง ต้องมี table และก็ต้องมีอธิบาย table ใหม (Khian report khian yang ngai tong mee table lae tong mee athipai table chai mai) (How do you write your report? You should have tables, and table explanations?) Thai lecturer: Does everyone agree? Student A: Agree ค่ะ (Agree kha) (Agree). The above example presented an example of switching from Thai to English. It showed that the Thai lecturer was giving some detailed responses on his students' homework assignment.

He spoke in Thai and switched to English by quoting his student's words and then switched back to Thai. Finally, he turned to Thai to answer his students' question.

Otherwise, the selected example of CS at the intersentential level used by the Thai lecturer and 35 third-year English Studies major students as quoted in the exemplified statement “**Situation:** The Thai lecturer is describing and giving examples to support the students' well-explained results. Thai lecturer : So, will you have to do like this? แล้วทำไมต้องทำแบบนี้ล่ะ (So, will you have to do like this? *Laew tham mai tong tham bab nee la*) (So, will you have to do like this?) Thai lecturer : เพื่อตอบโจทย์ว่าอะไร because we want to describe and give examples to support our results. (*Pheor tob chod wa a-rai* because we want to describe and give examples to support our results.) (*What are the answers?* because we want to describe and give examples to support our results. The dialogue above showed that the Thai lecturer not only questioned in English to his students at all inside the online classroom, but so he had to switch from Thai to English to ask the students' questions again. Also, he explained later that he emphasized on describing and giving examples to support the students' well-explained results.

With references to the study of Medgyes, P. (2001 : unpagged), he pointed out that Thai EFL teachers have better knowledge of language structure and grammar. They have previous learning experience of grammar in Thai context and are able to facilitate and support students to achieve higher levels of language learning. Moreover, on knowledge of instructional practices, Thai EFL teachers pay attention to knowledge of pedagogical strengths, supply more information, give examples, provide detailed explanations, and create interesting cooperative learning and problem-solving tasks for students. On the other hand, the English Studies major students used English as the target language and then switched from English to Thai in particular contexts mostly found at the intrasentential level, meanwhile their switching from English to Thai and from Thai to English were rarely found at the intersentential level. This could be because it is the students' online learning environment or online learning platform causing the no participation effect in their online lecture activities which is completely different from their onsite lecture activities. There could be more code-switching instances if the lectures were onsite in the classrooms; moreover, the students'

opportunities in speaking English in their online lectures were not convenient for clarifying detailed questions or requests which may due to internet signals. Also, the nature of the course “Translation Techniques and Strategies” in itself is a lecture-based learning environment without practical activities such as academic speaking or conversation courses. The course emphasizes on a different skill based, a receptive skill rather than productive skills. Referring to the study of Zhang (2009 : 91), he claimed that there are many factors that cause difficulty in speaking which are: 1. Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy; 2. Nothing to say: Students have no motive to express themselves; 3. Low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all, and 4. Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Moreover, Sriudomkij and Sopirak (2013 : 396-399) indicated that there are three main factors that have influence on the development in English pronunciation skills. First, the main factors are instructors, students, and a teaching method. Second, the influential factors are duration and frequency of learning and teaching. Last, the environmental supportive factors are the equipment from all of the tests. All of them are the factors which influences English pronunciation skills in primary students to help them to be good at English speaking.

2. An Analysis of Code-switching Functions Employed by the Thai Lecturer and University Students from Thai to English and from English to Thai

According to the study and data analysis, the results of this part were conducted as shown below.

Table 1 Frequencies of English-Thai (E-T) and Thai-English (T-E) code-switching functions (CS) used by the Thai lecturer in the online classrooms

Code-Switching Functions	E-T CS	Percent	T-E CS	Percent
	Frequency	(%)	Frequency	(%)
Clarifications	316	76.14	57	70.37
Questions Shifts	73	17.59	16	19.75
Emphases	17	4.09	5	6.17
Requests	-	-	2	2.46
Expressions of Gratitude	5	1.20	-	-
Calling for Attention	4	0.96	-	-
Apologies	-	-	1	1.23
Interjections	-	-	-	-
Total	415	100	81	100

To conclude, in terms of the Thai lecturer's English-Thai code-switching use in the online classrooms, it revealed that the most frequent CS function was clarifications (76.14%), which were used to show clarifications to his students by switching from English to Thai, meanwhile calling for attention (0.96%) was rarely used to gain his English Studies major students' attention and he attempted to make his students attentive on his specific online discussions. Furthermore, in terms of the Thai lecturer's Thai-English code-switching use inside the online classrooms, the most frequent Thai-English CS function was clarifications (70.37%), which were used to show clarifications to his students by switching from Thai to English whereas the Thai lecturer's code-switching on apologies (1.23%) was rarely used to express his mistakes with students when online discussions took places. On the contrary, the most frequent English-Thai CS of 59 cases used by his students was clarifications (45.76%), meanwhile the expressions of gratitude (3.38%) were rarely used. In other words, the most frequent

Thai-English CS of 19 cases used by his students were mostly found in terms of clarifications (42.10%) whereas question shifts (21.05%) were rarely used.

Furthermore, the frequencies of English-Thai (E-T) and Thai-English (T-E) code-switching functions (CS) used by third-year English Studies major students in the online classrooms were shown below.

Table 2 Frequencies of English-Thai (E-T) and Thai-English (T-E) code-switching functions (CS) used by third-year English Studies major students in the online classrooms

Code-switching Functions	E-T CS	Percent	T-E CS	Percent
	Frequency	(%)	Frequency	(%)
Clarifications	27	45.76	8	42.10
Questions Shifts	12	20.34	4	21.05
Emphases	12	20.34	-	-
Requests	6	10.16	-	-
Expressions of Gratitude	2	3.38	7	36.84
Calling for Attention	-	-	-	-
Apologies	-	-	-	-
Interjections	-	-	-	-
Total	59	100	19	100

Overall, the most frequent English–Thai CS was clarifications (45.76%), meanwhile English–Thai CS with the frequency of 59 cases employed by English Studies major students mostly found, meanwhile the expressions of gratitude (3.38%) were rarely used to switch English to Thai. In other words, clarifications (42.10%) were mostly used to switch Thai to English whereas question shifts (21.05%) were rarely used to switch Thai to English.

In terms of the Thai lecturer’s code-switching functions related to clarifications, the Thai lecturer always used to show clarifications to his English major students by

switching languages in the on-line classroom. This was because he had to explain in Thai in order to give his English major students more understandings of what he spoke with them. As quoted in the exemplified statement “**Situation** : The Thai lecturer is focusing on his students’ insightful understandings of activity assignment. Thai Lecturer : Is this one clear for you, clear ไหมครับ (Is this one clear for you, clear *Mai Krub*) (Is this one clear for you?, Is it clear?) Student : Clear แล้วครับผม (Clear *Laew Krub Phom*) (It is clear, I got it)” The student switched from English to Thai to make a request. He really needed more explanation or his teacher was needed to repeat the explanation. With references to the clarification function mentioned by Koziol, J. M (<http://www.smcm.edu/aldiv/i1c/pdfdocs/koziol.pdf>, 2017) and Reyes, I. (2004: 77-89), it is insisted that this code-switching function sometimes helps to explain some difficult contexts. By switching, the interlocutors might get a better understanding and the conversation will run smoothly. Both sets of data show similar figures for this function. Not many students switch from Thai to English to clarify unclear topics.

With regards to the students code-switching, the student’s most frequent code-switching function was clarifications. They always used it to show clarifications to their Thai lecturer by switching to English. As a result, the students CS was mostly used when asking questions to attempt to clarify something from English to Thai and from Thai to English with their Thai lecturer during their online classroom. This was because they needed to show to their Thai lecturer by speaking in Thai and then switching to English to explain clearer. As quoted in the exemplified statement related to the students and the Thai lecturer explaining an English sentence in Thai for clarifications. “**Situation** : The students are making a request with their lecturer explaining his clearer statements. Student A : อาจารย์ครับที่อาจารย์สอนเมื่อกี้ ผมไม่เห็นอาจารย์กด record ใน lecture ครับ (Ajarn Krub Tee Ajarn Son Meor Kee Phom Mai Hen Ajarn Kod *Record* Nai *lecture* Krub) (Ajarn, while lecturing, I didn’t see you to press a record on your lecture.) Student B : เมื่อกี้ ไม่เห็นอาจารย์กด record slide เมื่อกี้ ผมเห็นอาจารย์กด record การสอนของอาจารย์ (Meor Kee Mai Hen Ajarn Kod *Record Slide* / Meor Kee Phom Hen Ajarn kod *Record* Karn Sorn Khong Ajarn) (In this moment, I didn’t see you to press a record slide, but you just pressed a record on the teacher’s lecture.) The example mentioned above

is from the two students. The students always switched from Thai to English to make a request. Both of them needed more cleared explanation.

Recommendations

Recommendations for Implication

The results of this study might be useful for both teachers and for further research. Below are a few recommendations for implication:

1. Teachers can provide more outside activities and trainings on the use of code-switching functions, particularly in asking for clarifications and question shifts to be engaged in enhancing the university students better understandings in lectures. Therefore, teachers have to use their code-switching functions with cares because more code-switching functions used for university students, in terms of the purposes of learning English effectively, may obstruct their English fluency.

2. Appropriate teaching methodologies should be considered in order to enhance students' English proficiency, and strict regulations should be applied inside the classroom. On the other hand, attractive rewards might encourage students to be more interested in their English lessons.

3. It is most important that teachers should understand and realize that the use of code-switching (CS) acts as a bridge between Thai and English when students begin studying English. The lesson should prepare for a gradual shift until students reaches a desired English proficiency.

However, the teacher should also realize that students' use of CS should occur less often when they have learned more and gained proficiency in English.

Recommendations for Further Study

This research gives insight that the following studies should be conducted:

1. Code-switching inside and outside the classroom should be investigated at different educational levels.

2. Code-switching in students with high English proficiency and low English proficiency should be studies to find out ways to help improve students with low English proficiency levels.

3. Since this research was conducted in an online class platform, it is recommended that there should be a study of this same group on the onsite platform.

4. A comparative study of online and onsite classes students code-switching can be studied.

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