A Study on Code-Switching in Oral and Texting Interaction and Communication of University Lecturer and Students

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ABSTRACT

Keywords: code-switching, code-switching in oral communication, code-switching in texting communication, code-switching of university teacher and students

Code-switching is a linguist phenomenon that has drawn the attention and several debates on its reasons and attitudes towards it. Sometimes, young adults make use of code-switching to show off, while some use it as a method of practicing English. However, university students use code-switching by accident or even as a habit when communicating with their lecturers. There is little research on code-switching in oral communication between university students and teachers in Vietnam, but code-switching in written communication is rare. This qualitative research mainly uses observation communication between an English teacher and non-English major students of three different levels, from beginner to pre-intermediate. Through analyzing observation and intimately interviewing teachers, the results show that both students at lower and higher-level code switch and the frequency they code-switch with Vietnamese teacher is more often than with foreign teacher, and code-switching in written communication is more than in oral communication. The main reasons for this phenomenon include the cultural influence, intimacy between teacher and students, and the limited English vocabulary. Teacher and students switch between English and Vietnamese in the classroom and between Vietnamese and English in texting communication so that the communications happen smoothly and effectively.

Introduction

Code-switching, code-mixing and code crossing are interesting phenomena that can easily be found in communication between multilingual speakers. There are positive and negative attitudes toward code-switching in the daily life of young adults. However, in a pedagogic context, code-switching should be carefully examined to know whether it can be an effective tool of communication between lecturers and students or not.

At Ho Chi Minh City University of Food Industry, Vietnam, all students have to learn English, regardless of their major. As required, non-English major students are put in English classes with levels from beginner to intermediate, namely Anh van so cap (elementary), Anh van 1 (elementary), Anh van 2 (Pre-intermediate), and Anh van 3 (intermediate). They can take a placement test to go to a higher-level class. Otherwise, they must learn all classes. In each class, students learn with a Vietnamese teacher and a foreign teacher who is mainly in charge of speaking parts of each unit. The majority of non-English major students in universities, in general, consider English as one of the compulsory subjects in their curriculum more than a linguistic tool that may help them in their future job. In a study, Le and Le (2022) mention internal and external factors that affect the student's attitude toward learning English. Among external factors, they also mention teacher communication as a factor. Nowadays, teachers can use technology to improve communication inside and outside the classroom to engage students in classroom activities and improve the effectiveness of teaching and learning language.

Communication in the classroom is influenced by many factors like the relationship among students, between teachers and students, their English ability, and the purpose of the communication. The target of interaction and communication in the classroom is to make sure that students understand the content of the lessons through activities designed in the book as well as the student can use English to communicate with their partners and foreign teacher through speaking activities while the online chat communication via Zalo is a place to transfer necessary information about the course, the lesson, and other questions during the course between teacher and students. Especially during the Covid-19 pandemic, both teachers and students have to get familiar with e-learning, and most communication is conducted via Zoom, Google Meet, Zalo, or other video conferencing, which brings benefits to higher education subjects; teachers, however, are required to work harder to encourage negative attitudes of students towards online learning as Nguyen (2022) mentions in his research. Teachers need to carefully consider language use to create a good learning environment and maintain and improve the effectiveness of teaching and learning English. Therefore, accepting or improving code-switching in interaction and communication needs to be carefully considered to bring the most benefits for learning and teaching English to students who are not majoring in English.

There are many research studies on code-switching all over the world, but in the Vietnamese tertiary context, there is relatively limited research and mostly focused on the code-switching of a teacher like a code-switching in giving instruction (Grant & Hang, 2017), the reasons and makes suggestions to improve code-switching in communication in classroom (Nhan, 2016), or the popularity of code-switching (Canh, 2014). However, it is likely not to have any research mention the code-switching in both oral communication in class and written communication.

Literature review

Code-switching (CS) is a phenomenon in which people switch between at least two languages. Linguists have a different definition of code-switching such as a shift or a switch from one language to another when speakers communicate with each other (Moghadam et al., 2012), "the alternation of two languages within a single discourse, sentence, or constituent" (Jamshidi & Navehebraim, 2013), or "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Gumperz, 1982, p. 59). Code can be understood as elements of language such as letters, words, or groups of words.

Along with different types of code, there are different types of code-switching. Poplack (1980) divided CS into inter-sentential, intra-sentential, and extra-sentential. Extra-sentential CS refers to the insert of a tag or a common phrase of one language into a line in another language. There are some common tags that are often used in this type of CS, such as "You know", "Right?" and so on. Intra-sentential refers to switching inside a sentence like a vocabulary, while inter-sentential happens between sentences like, during five lines of communication in English, there are one or two lines in Vietnamese. Moreover, CS can be classified into situational CS and metaphorical CS (Blom & Gumperz (1972). Situational CS happens when speakers make a change in language according to setting, while metaphorical CS refers to code-switching because of the social status, power gap, or emotional expression.

Normally, code-switching happens between speakers who share the same languages and cultures, like two Vietnamese students may code-switch between English and their mother tongue. This phenomenon is very popular in many bilingual countries like Singapore, the Philippines, India, and Hong Kong because they use English as their second language in mostly all aspects of life and work. However, in EFL contexts like in Vietnam, the use of English is limited at schools, so communicating in English totally requires students to be influent by English and have a large source of vocabulary rather. Therefore, the switch between English and Vietnamese is very popular.

Reasons for code-switching

Although exposure to the target language can bring success in language acquisition, the results may not always be positive in different classroom situations (Ellis, 1994; Cook,2001; Widdowson, 2003). That is because sometimes, only targeting in the classroom can lead to fear, confusion, and even frustration when the learners cannot comprehend the input (Brice & Roseberry-McKibbin, 2001; Widdowson, 2003). Thanks to CS, speakers can find alternative linguistic means in their sharing language to continue their communication (Chung, 2006; Hamers & Blanc (2000); and Skiba (1997). In the classroom, the first language can be employed to increase comprehension (Cook, 2001). However, the target language should be used as much as possible in second language acquisition (Cook, 2001; Polio & Duff, 1994; Willis, 1996). Cook (2008) and Brice & Roseberry-McKibbin (2001) also agree that teachers can use the first language in foreign language classes for efficiency and naturalness, such as for explaining words, grammar points, class regulations, clarity, friendliness, or testing.

In a pedagogic setting, communication aims to make sure that the students understand the instruction and acquire English as much as possible. Code-switching can come for many different reasons. Bilgin (2016) states that Turkish students and teachers' CS are partly due to their beliefs, identity, and professionalism.

CS can bring benefits to language learners when they use it as a tool of learning (Lai, 1996; Cole, 1998; Critchley, 1999; Schweers, 1999; Burden, 2001; Tang, 2002; Greggio & Gil, 2007; Luo, 2019), when they quickly transfer information between languages to maximize their understanding of instruction (Skiba, 1997) or a good tool which helps lower language capacity increase their comprehension (Tien & Liu, 2006). Moreover, Gulzar (2010) claims that speakers code-switch to clarify, translate, explain the meaning of vocabulary, change the topic, and repeat the information. Blom and Gumperz (1972) also claim the function of changing the topic of CS in a pedagogical setting.

Some researchers argue the drawbacks of CS such as decreasing the effectiveness and practicality of learning the language (Bahous et al., 2014; Bensen & Çavuşoğlu, 2013; Zhao & Macaro, 2016; Zhu & Vanek, 2017) or influence on cognitive and metacognitive chances when the first language is exclusive in the language classroom (Macaro, 2009). However, they pointed out the potential consequences, but there was no clear evidence to prove it. Alrabah et al. (2016) claim that CS is used in both teaching English and even class management in Arab school although the teachers do not support the use of CS.

Attitude toward Code Switching

There are positive and negative attitudes toward CS. In second language acquisition, the more learners expose to target languages, the more benefits they can get. In addition, based on the standards of language purism and "standard language ideology" (Milroy, 2001), the evaluation of CS is negative because it shows a deficiency in using the target language (Anderson & Toribio, 2007; Pena, 2004) or code switchers can be considered as using broken language (Chana & Romaine, 1984). In many articles, authors express an unfavorable attitude toward CS when it is a sign of show-off of young adults (Gibbons, 1987).

However, many authors positively accept CS with several explanations. Bouy & Nicoladis (2018) states that CS in communication is positive because it is polite and boosts communication. In a pedagogic setting, as mentioned in reasons for CS in communication, CS is accepted for educational reasons. Both students and teachers support CS for pedagogical and social communication purposes (Adriosh &Razi, 2019; Zainil & Arsyad, 2021; Kasperczyk, 2005). Qing (2010) also agrees that CS is useful in the language learning context.

Code-Switching in written communication

Besides direct meetings in the classroom, teachers and students can keep in touch through the help of technology which is called computer-mediated communication. There are various types of computer-mediated communication, such as Facebook, Line, WhatsApp, Viber, or Zalo. CS can be found in oral communication and in texting SMS. Halim & Maros (2014) states that the

functions of CS in Facebook SMS are to "serve quotation, addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, the principle of economy and free switching functions" (p.1). Montes-Alcalá (2007) states that people use CS to better emotional effect, create style, or indicate that speakers can use two languages when he mentions the idea of free switching for a social function. However, research on CS in texting messages in the pedagogical area is very rare, especially in the Vietnamese context.

In general, CS has been discussed and studied by many linguists. Although CS in a foreign language class is still a controversial issue, CS shows primary assistance in communication between teachers and students. Most researchers explore the CS in oral communication, but this research wants to find the existence and the reasons for switching between Vietnamese (L1) and English (L2) between teacher and students both in the classroom and in written communication.

Research Questions

This research wants to find the answer to the following questions:

1. Which type of code-switching do teacher and non-English major undergraduates switch more?
2. Where do students switch languages more often, oral communication in the classroom, or texting communication?
3. Why do teachers and students switch the languages in interaction and communication between students and teachers?

Methods

Pedagogical Setting & Participants

In this research, there are one Vietnamese teacher and one foreign teacher who are in charge of teaching three different classes during a month. Students come from classes of different English levels, beginners and pre-intermediate. There are about 50 students in each class. Their levels are divided based on their placement test and the final results of each term. Each week, they have one to three periods of learning English with Vietnamese teachers and two periods of learning with foreign teachers every two weeks.

Besides classroom communication, each class has a Zalo group, in which a Vietnamese teacher and students can keep in touch and make sure that the lesson requirement and course information are clearly transferred to all students. Zalo is increasingly popular these days because of its convenience, easy interaction, and useful functions. At the beginning of the course, the teacher creates a group to keep important information related to the courses, assignments, and class regulations. Teacher creates a friendly environment both in the

classroom and online to lessen the stress of learning the language of most university students. The communication in class and in the Zalo group is still maintained in the acceptable range of using appropriate languages and purposes of a language community.

Design of the Study

To get the most natural results of CS in communication between teachers and students, qualitative research was conducted with the help of observation, classroom recording, and SMS collection. Recording online classes includes the attendance of both Vietnamese and foreign teachers and students of these classes, while data on texting communication is only between Vietnamese teachers and the students.

Data collection & analysis

In this study, the analysis of data collection involves three phrases, including analyzing data of classroom recordings to find the CS in oral communication, analyzing data of texting conversations to find CS in written communication, and analyzing the interview with the teacher to find the reasons why she often switches languages in communication.

The data is collected within four weeks in the middle of the course. The reason for choosing this time is because the teacher and students get familiar with each other and know how the teacher will deliver each lesson. In addition, there are different stages during this time, such as learning as schedule and preparation for the midterm speaking test with a foreign teacher.

The recordings are then written in script, especially where the CS appears. The times of CS are counted, and the types of CS are also noted.

Data on texting communication in the Zalo group are carefully examined. The times of CS are listed and counted, and then the types of CS were also noted.

The short interviews with a Vietnamese teacher and two students who use code-switching in oral communication and in texting communication are recorded and analyzed to find the main reasons for switching the codes. The question "Why do you use code-switching in communication with students?" is used to interview Vietnamese teachers, while the question "Why do you sometimes use Vietnamese in English communication or use English in Vietnamese communication with teacher?" is used to interview students.

Results/Findings and discussion

CS in oral communication between teacher and students

According to the recordings, the teacher mainly uses CS for explaining and clarifying the meaning of vocabulary. However, in most cases, the teacher tries to get her students familiar with the target language's meaning by using both English meaning and Vietnamese meaning afterward. For example, she tried to explain the meaning as well as the differences of "summit" and "ridge". To make sure that students understand the meaning of "summit", she used the Vietnamese example "hội nghị thượng đỉnh" <Summit Meeting> as a useful tool.

Like vocabulary teaching, to save time and make sure students understand grammar points, the teacher switches code often or uses both languages. For example:

"Type 2 of conditional sentence is used to……Type 2 dùng khi mình muốn nói điều không thể xảy ra ở hiện tại. Ví dụ như If I were you, If I were a bird,…"<Type 2 is used when you want to talk about something that cannot happen in the present such as If I were you, If I were a bird.>

Students switch language unconsciously. Interestingly, most CS cases belong to cultural aspects. In Vietnamese tradition, when students talk to their teachers or seniors or someone older than them, they naturally add "Dạ" and "thưa". These words are used to show polite manner or respect to the teacher; they do not contain meaning in the conversation. It is hard to translate it into English because there is no need to use these words in English. For example,

"Dạ, he said that he would be there the following week."

"Dạ, three thousand miles."

"Thưa cô, five questions" < teacher, five questions.>

Furthermore, students switch languages when they want to confirm information or ask for important information. For example,

"Cô ơi, con dùng stunning cho món ăn được không ạ?" <Teacher, can I use "stunning" to describe food?>

Students switch the language when they cannot express their ideas in the target language or because they lack the necessary vocabularies to successfully state their ideas. Another example of this is:

Foreign teacher: Is there any historic building near your house?

Student: histor….histo….Uhm….Can you say again?

Foreign teacher: Is there any historic building or historic sites near your house, like museum, battlefield, or market. Got it?

Student: ah, there is Luy Ban Bich near my house.

Foreign teacher: What is Luy Ban Bich?

Student turns to Vietnamese teacher: Cô nói dùm con đi. Lũy Bán Bích là chỗ hồi xưa người ta dùng để chia biên giới của hai bên mình với địch đó. <Teacher, can you help me explain? Luy Ban Bich is the fort that people built to protect themselves from the attack of enemy.>

Lacking vocabulary along with fear can lead to the code-switching of some students, especially those at a lower level of English proficiency. One of the students was scared that she might lose a point if she could not answer the question of the foreign teacher, which led to the confusion

of the foreign teacher when she said

"Teacher….wait…teacher đợi con xíu…. điện thoại con mở không lên…dạ cải lương is traditional music of Vietnamese in the past…" <Teacher…wait…please wait for me…I cannot open my phone probably…cai luong is the traditional music of Vietnamese in the past.>

Students also choose CS as a tool to master vocabulary and grammar points.

Example 1: "Cô ơi, sao câu đó có Now mà mình lại không chia dạng mix vậy ạ?" < teacher, there is "now" in this sentence, so why don't we use mix type of conditional sentence?>

Example 2: "Cô ơi, vậy là spectacular và stunning có nghĩa tương tự nhau khi tả về cảnh đẹp, nhưng mà stunning thì nhiều khi có cảm giác hơi tiêu cực hả cô?" < teacher, the word "spectacular" and "stunning" have similar meanings when we talk about the beauty of a scene, but "stunning" implies a little bit of negative meaning, isn't it?>

The ideal purpose of teaching and learning English is that students can use English in oral and written communication. However, at the end of the course, students must take multiple-choice tests which mainly focus on vocabulary and reading skills. Therefore, in class, the teacher accepts L1 to give the meaning of new words, new or complicated grammar points, and clarify the instruction, especially instruction for important assignments. When a teacher needs to deliver information from school and faculty of Foreign Languages to students, the teacher often uses Vietnamese to guarantee that all of them understand and strictly follow the announcements although they are in an English classroom.

Code-Switching in texting messages

In classroom interaction and communication, teachers and students maximize the chances of using English. However, in texting, they use mainly Vietnamese because the teacher does not expect any misunderstanding about crucial information of the course. Through taking a look at the messages from groups, CS is very common, and most cases are intra-sentential CS. The frequency of code-switching in messages is more often than in oral communication.

Here are examples of teacher's code-switching:

"Thank con nhé" <Thank you>

"Unit 1 là health, tới unit 6 là stages in life" <Unit 1 to unit 6, unit 1 title is Health and Unit 6 title is Stages in Life>

"Có 12 units" <There are 12 units>

"Phần self-study không tính điểm MYELT nhé" <The result of the Self-study part is not included in MYELT points.>

"Cô có gửi đường link trong group Zalo lớp đó" <I sent the link in Zalo group.>

"Tụi con cố gắng ôn tập bằng các đường link cô soạn trong file word đó nha" <Don't forget to practice by the links that I wrote in document file.>

"Mấy link sau là từng quiz cô lọc ra" <the following links are sorted from quizzes.>

Here is an example of students' code-switching:

"Cô ơi, reaction là j vậy cô?" <What does reaction mean, miss?>

"Like và share giúp con với cô" <Help me like and share the post>

"Tên file lưu như thế nào vậy cô?" <How to save the file in the correct name?>

"Cô share đi cô" <Share it, teacher.>

"Thầy đọc điểm sao con nghe nhiều zero quá vậy cô" <When the teacher read the points out loud, I heard so many zero. Is it right?>

Sometimes, both teacher and students naturally switch between lines of conversation. For example:

Conversation 1:

Student: Là if + S + be, S + be hả cô? <Is the structure if + S + be, S + be, teacher?>

Teacher: ko con. Đó là câu điều kiện loại 0. Tức là diễn đạt sự thật ví dụ như nước đun tới 100 độ thì sôi vậy đó. Cả 2 vế đều là Simple present hết nha. <No, this is type 0 of a conditional sentence, which talks about the fact like when the water is heated to 100 degrees, it boils. We use a simple present for both clauses.>

Student: Dạ lâu rồi con nhớ If 123, quên luôn cái if 0 <Oh I see. I learned it a long time ago, so I just remember type 1,2,3 of conditional sentences, and I forgot type 0>

Conversation 2: (student shows a photo of a passive sentence)

Student: Cái này sao tobe đi với V2 vậy cô? <In this sentence, why does "to be" go with the past form of a verb, teacher?>

Teacher: Bị động ở hiện tại am/is/are + V3/ed mà con? Đâu phải V2 đâu? <In passive in present simple tense, we have the structure am/is/are + V3/ed. We don't use V2 in this case. Got it?>

The results of analyzing class observation (both in class and in-text communication) and interviews lead to some remarkable findings:

Type of code-switching in oral and written communication

There are more varieties of CS in oral communication than in writing. According to the records, tag, intra-sentential, and inter-sentential CS are very common in oral communication, while intra-sentential CS is the most popular in written communication. In the classroom, the teacher tries to use as much English as possible, but sometimes, Vietnamese is employed to make sure students understand the lesson better. The teacher explains in English first, and then she asks students to make examples. If most students show confused faces, the teacher often explains in Vietnamese and gives English examples as illustrations. Therefore, the teacher switches

between English and Vietnamese in the whole sentence, especially in the lower level of English class. The teacher uses code-switching more often in lower classes than in higher class. In addition, tag CS is used with high frequency like "okay", "yes", yup", "I see", "you know", "good", "okay" or "that's right," and the teacher uses this type in most cases while students use "Dạ" or "thưa" (Yes or just a word to show respect without proper meaning in English). However, after about three weeks of working with both Vietnamese teachers and foreign teachers, students' tag CS reduces because they get familiar with communication in English.

In written communication, most cases are intra-sentential because they want to clarify information they do not know or are not sure about in English. Tag CS is hardly ever used in this setting because they communicate in Vietnamese so that they can show respect to the teacher through Vietnamese words.

The frequency of teacher and students code-switch in oral and written communication

Compared to CS in oral communication, teacher and students switch between Vietnamese and English more when they interact via Zalo. Most CS cases are switching vocabularies which are either new words or too common terms like "link", "okay", "quiz", or "ASAP". Moreover, code-switching can be found at all class levels. The teacher uses more code-switching in lower levels than in higher levels to explain vocabulary, grammar points, and reading strategies.

In written communication, students are more confident in asking for information than in the classroom. Therefore, CS is written are more frequent as a result. Communication in Vietnamese helps them catch up with updated information and requirement of the course. However, sometimes they use CS spontaneously, making the conversation happen smoothly. For example, when the teacher mentions that next week, they have a small quiz in class and reminds them to revise some parts in previous lessons, there is the appearance of common English words in their Vietnamese conversation like "quiz", "unit", or name of grammar point "conditional sentence". In addition, most of the questions about English subjects so that the appearance of English words or phrases is understandable. In the classroom, students have textbooks and lesson slides provided by teachers so that they can easily catch up with new lessons, and they can use a dictionary to look up the meaning of new vocabulary. Most of them can do exercises in a book very well while they have trouble with expressing their understanding in English, especially with difficult themes like historic areas, space technology, or health. Vocabulary discovery and grammar points are two sections in which both students and the teacher need the help of their mother tongue. Among skills, students seem to use more Vietnamese in EFL class for writing skills because of their limited vocabulary source. The teacher also gives more suggested ideas in Vietnamese so they can think of ideas for their writing tasks.

The reasons for code-switching

In these cases, the main functions of CS are to save time and clarify the information. Most cases are to make communication spontaneous and smooth, which is why interlocutors sometimes do not recognize this phenomenon.

In EFL classes, students are non-English majors, so they do not know much about linguistic phenomena. Majority use code-switching because it makes the conversation more effective. It is sometimes nonsense if they translate the word into Vietnam before writing the text. Particularly, when they are confused about the meaning of the words, it is hard for them to translate them; otherwise, if they can translate it, they have no need to ask. For example:

"Cô ơi, reaction là j vậy cô?" <What does reaction mean, miss?>

In this example, if the student used completely Vietnamese, he would ask, "Cô ơi, phản ứng là gì vậy cô?" <What does reaction mean, miss?>. On Facebook, there are reactions like "like", "dislike", and "cared", but the boy did not know when he read it in an announcement. Interestingly, that announcement also used CS when they wrote, "Mỗi reaction sẽ nhận được 1 điểm." <Each reaction will be equal to 1 point.>

Students use CS when they ask about the grammar points because it is hard to translate grammar structure into Vietnamese, and if they ask an English question, they are afraid that the teacher will answer in English, which makes them more confused, and they may not get the answer they want. For instance,

"Là if + S + be, S + be hả cô?" <Is the structure if + S + be, S + be, teacher?>

In this case, if she translates into Vietnamese, it would be "Là nếu +chủ từ+ động từ thì là ở, chủ từ + động từ thì là ở hả cô?" <Is the structure if + S + be, S + be, teacher?>. Consequently, it would drive the teacher crazy to understand his question. Otherwise, if she asks in English, it would be, "So the structure is if + S + be, S + be, isn't it, teacher?" In response, the teacher would use English to show him his mistake and then explain the correct structure, like what she often does in the classroom. This action is time-wasting and not effective. Therefore, CS is a good choice.

It is rather unnatural when they use Vietnamese words in some cases like "link", "quiz", or "file". Although there are equivalent words for them like "đường truyền"- "link", "bài tập kiểm tra nhỏ" – "quiz", "tập tin" – "file", most people prefer using English words to Vietnamese ones as a habit. The fact that sometimes, teachers and students find it easy to catch up with these common English words than when someone uses the Vietnamese version.

In the interview, the teacher confirmed that, at first, she tried to use total English in her classes, but the results were not good. Therefore, in the recorded classes, she is more flexible and sometimes uses code-switching on purpose to save time and make it easy for students to follow the lesson. According to the interview, both students do not recognize that they switch the codes in communication because they do not know about this linguistic phenomenon, and they just communicate in their natural way of speaking and express their polite towards their teacher.

In general, the reasons for CS are to make the conversation smooth and natural, and there is no case that they use CS as a way to show off. In a classroom setting, the teacher and students switch codes when they want to clarify, explain and express their ideas, but they lack the necessary vocabulary. Students switch codes partly because of cultural influence when

communicating with Vietnamese teachers.

Discussion

The results enhance other studies on code-switching in Vietnamese university settings when they show that students in different English capacities use code-switching in their classroom interaction and communication with teachers. Moreover, the study adds proof of code-switching when the teacher and students communicate in their mother tongue through Zalo messages. Interestingly, they even use code-switching more often in Zalo than in-class communication. Another surprise is that students even switch the code when interacting with a foreign teacher, although it is rare.

In terms of types of code-switching, intra-sentential CS is the most common in both oral and texting communication. The teacher tries to make students understand and use English more often so that the frequency of inter-sentential CS is limited. However, the teacher is rather flexible and understands her students when she switches the code in lower English classes more than in higher English classes. Most students who are not major in English have to study this subject as a compulsory subject of their main course, so it is not easy to motivate them in classroom activities. Creating a comfortable environment and flexibly switching the languages in interactions seem to effectively transfer knowledge and motivate students.

In a pedagogical setting, there is no reason for students to show off when they use code-switching with their teacher. The main reasons for this linguistic phenomenon are improving the effectiveness of their communication, saving time, and clarifying information of new vocabulary or grammar points. In oral communication, the results also confirm that the cultural influence is one of the reasons why students often add "dạ", "vâng", "thưa" into their English communication with Vietnamese teachers.

These findings enhance the reason why teachers and students support CS for pedagogical and social communication purposes of Adriosh &Razi (2019), Zainil & Arsyad (2021), Kasperczyk (2005), and Qing (2010). However, the findings also object to unfavorable attitudes toward CS when young adults use CS for their show-off purpose, as Gibbons (1987) mentioned. Therefore, the result shows that CS in communication between the teacher and students and vice versa is used to improve communication and express respectfulness, which strongly supports the research of Bouy & Nicoladis (2018). Montes-Alcalá (2007) claims that using CS in written communication shows that the speakers can free switch between languages due to their language capacity, while most of the cases of code-switching in this study prove that students need the help of their mother tongue to clarify or to understand the language knowledge.

Code-switching is an effective tool in teaching EFL classes when teachers understand its role and use it to create a flexible and friendly environment that reduces the learners' anxiety and pressure. However, in real conversation, there is hardly any mixture between languages, so whether teachers forget to create life-like situations for students is a question. When looking at

the issues in the practical purpose of teaching and learning English, it would be more effective if the teacher and students could use only one language, English, because, for a long time, it will create a good habit of using the language in communication. However, teachers should carefully consider the balance between improving speaking and listening skills and reading skills while providing enough language knowledge for all students to take the final written exam. That is the main reason why she flexibly switches the code to save time and increase the effectiveness of transferring necessary knowledge. Using as much L1 in classes as possible is good. However, code-switching at the right time is also a good solution to improve the quality and effectiveness of oral and texting communication and interaction between the teacher and students. In general, it is hard to estimate how much code-switching in EFL class communication is acceptable and how much is not good so that based on the real situations, the teacher considers the need of learners and the requirement of the course to make better use of code-switching.

Conclusion

Code-switching has been mentioned in much research, in which there is both positive and negative attitude towards it. In pedagogical settings, switching between languages can bring benefits for both lecturers and students because CS helps communication happen more naturally and effectively in the classroom and even in texting communication. Although some blame CS as evidence of a lack of professionalism, many researchers support CS because of the effectiveness it brings to communication. This study enhances the positive aspects of using CS not only in oral interaction and communication in the classroom but also in computer-mediated communication. CS can happen in the lower level and pre-intermediate level of English proficiency. Teachers employ CS as an effective tool for clarifying, explaining new vocabulary and complicated grammar points, and saving time for other activities in the classroom, while students mainly use CS because of the influence of their culture or habit of using respectful words when talking with older or senior in Vietnamese. In texting communication, there are switches naturally between Vietnamese and English, and even interlocutors do not recognize it. The reasons for these CS are because they find it easy to write, and others can easily understand their question more than when they do not switch the languages. In the future, the researcher will conduct more studies on the CS among major in English undergraduates and even CS in formal and informal conversations between students in Vietnamese classes to measure the influence of learning a language on their communication. The results of the recording are analyzed based on what happened during the class and the researcher's general knowledge so that the attitude and the most profound reason for code-switching of students may not be the best found. In future research, it requires more surveys and interviews to look at the linguistic phenomenon from different views, or the attendants can be from different universities to make the results more reliable, and it would be another chance for university teachers to come up with solutions to reduce or encourage CS in tertiary education.

In conclusion, the study enhances previous research on code-switching at the tertiary level or

in educational settings, including the type of code-switching and the main reasons for using code-switching in communication. The study also enriches this field by its findings on using code-switching in texting communication. In general, many different types of code-switching are found in communication, among which intra-sentential CS is more popular than inter-sentential CS. The main reasons for switching codes are positive, which helps to bring benefits to communication. Thanks to the research, EFL teachers and lecturers may better consider using code-switching and how much they should use in their own classes to improve the effectiveness of the teaching and learning English at the university level.

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