

Code-switching of Experienced and Less Experienced Teachers in Online EFL Classrooms on Distance Learning Television: A Case Study

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Abstract

The purpose of the present study is to examine any possible correlation between a teacher's years of professional experience and the frequency of code-switching in his or her classroom and to investigate the frequent functions and factors of code-switching made by experienced and less experienced teachers. The subjects of this study were one Thai less experienced teacher and one Thai experienced teacher from the Foreign Language Department who use English as a medium of instruction in online classrooms on the Distance Learning Television of Wang Klai Kangwon School. Data were collected from four online classroom videos and a questionnaire for teachers. The results show there is no significant correlation between Huberman (1989)'s model of teachers' professional experience and the frequency of code-switching in the classroom. In fact, the experienced teacher switched back and forth between Thai and English slightly more often than the less experienced teacher, which is not in line with the stated hypothesis. The most frequent functions of code-switching were: asking questions for the less experienced teacher and explaining concepts for the experienced teacher, which in both cases may have been the result of teachers' and students' insufficient command of English.

Keywords: Teaching Experience, Teacher's code-switching, Frequency, Factors, Functions

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บทคัดย่อ

การวิจัยครั้งนี้จัดทำขึ้นโดยมีวัตถุประสงค์เพื่อศึกษาหาความสัมพันธ์ที่เกี่ยวข้องกันระหว่างประสบการณ์วิชาชีพครูและความถี่ของการสลับเปลี่ยนภาษาระหว่างภาษาไทยและภาษาอังกฤษที่พบจากการสอนในชั้นเรียน และเพื่อศึกษาหน้าที่และปัจจัยที่ก่อให้เกิดการสลับระหว่างภาษาที่ถูกพบบ่อยในครูที่มีประสบการณ์น้อยและครูที่มีประสบการณ์มาก โดยกลุ่มเป้าหมายในการวิจัยนี้คือ ครูผู้สอน รายวิชาภาษาอังกฤษที่มีประสบการณ์สอนน้อยจำนวน 1 คน และครูผู้สอนรายวิชาภาษาอังกฤษที่มีประสบการณ์สอนมากจำนวน 1 คน การวิจัยนี้มีการเก็บข้อมูลจากคลิปวิดีโอการสอนออนไลน์จำนวน 4 วิดีโอ และแบบสอบถามจากครูทั้ง 2 คน ผู้ใช้ภาษาอังกฤษเป็นสื่อกลางในการเรียนการสอนในชั้นเรียนออนไลน์ (English as a medium of instruction) ของมูลนิธิการศึกษาทางไกลผ่านดาวเทียม ในพระบรมราชูปถัมภ์ โรงเรียนวังไกลกังวล (Distance Learning Television) ผลการวิจัยพบว่าไม่มีความสัมพันธ์ที่เกี่ยวข้องกันระหว่างประสบการณ์วิชาชีพครูตามแนวความคิดของ Huberman (1989) และความถี่ของการสลับเปลี่ยนระหว่างภาษาระหว่างภาษาไทยและภาษาอังกฤษที่พบในการสอนในชั้นเรียน อย่างไรก็ตาม ครูที่มีประสบการณ์สอนมากมีการสลับเปลี่ยนระหว่างภาษาไทยและอังกฤษมากกว่าครูที่มีประสบการณ์สอนน้อย ซึ่งไม่เป็นไปตามสมมุติฐานที่ตั้งไว้ นอกจากนี้ยังพบว่าหน้าที่ของการสลับระหว่างภาษาในครูที่มีประสบการณ์น้อย คือ การถามคำถามนักเรียนในชั้นเรียน ส่วนหน้าที่ของการสลับระหว่างภาษาในครูที่มีประสบการณ์มาก คือ การอธิบาย การวิจัยยังพบว่าปัจจัยที่ก่อให้เกิดการสลับระหว่างภาษา คือ ความไม่ชำนาญในภาษาอังกฤษของครูและนักเรียน

1. Introduction

In Thailand, the English language has been integrated into the primary and secondary school curriculum (English as a Foreign Language). This means that English is a required course in schools nationwide. Moreover, an increasing number of programs at all levels of education are conducted in English (Hengsaddeekul, Hengsaddeekul, Koul, & Kaewkuekool, 2010). One major reason for this is the perceived need to equip Thai students with an adequate command of English and to improve their opportunities for getting a job in a multinational company (Todd, 2006). Nevertheless, since the Thai language is the mother tongue of most teachers and students, it is reasonable to assume that in English classrooms in Thailand, language switching—or code-switching, which is a phenomenon involving two or more languages used within the same utterance, occurs frequently.

Over the past decades, there have been many studies on code-switching in educational settings. These have investigated its functions, factors, types, as well as the attitudes of both

students and teachers towards the use of code-switching in the EFL classroom (e.g. Azlan et.al, 2013; Yataganbaba, 2014; Iqbal, 2011; Jingxia, 2010; Üstünel, 2016; Ahmad & Jusoff, 2009). Nevertheless, to the best of my knowledge, few studies have focused their attention on the experience of teachers as a factor in the frequency of code-switching in classrooms. Specifically, there is an apparent lack of studies which examine any possible correlation between a teacher's years of professional experience and the frequency of code-switching in his or her classroom, and this is what this paper will examine.

Huberman, 1989 (as cited in Villegas-Reimers, 2005) believed that teachers' professional experience plays a key role in their teaching effectiveness. He defined the first three years of teaching as the time for 'survival and discovery'. Teachers at this phase are considered 'less experienced' and often report feeling overwhelmed and exhausted. They are struggling to cope with problems relating to students' discipline through a continuous process of trial and error. In short, less experienced teachers tend to struggle to teach compared to their more experienced counterparts. This is especially true when the content they are assigned to teach is sophisticated, as they frequently have a limited array of instructional strategies (Marzano, Pickering, & Pollock, 2001). Therefore, they are more likely to rely heavily on the scope of textbooks and curriculum provided by the school or other teachers. In other words, when teaching, inexperienced teachers tend to follow the materials or other teachers' lesson plans without employing any additional knowledge or strategies. However, Stern (1983) found that less experienced teachers become more established after two or three years of teaching. They are more skilled at employing pedagogical strategies, identifying and managing the content, constructing learning activities, and presenting knowledge in different formats. At this stage, they become 'experienced teachers'.

Given that less experienced teachers tend to lack strategies to cope with classroom challenges, it may be hypothesized that less experienced Thai teachers of English tend to code-switch more to their mother tongue compared to experienced teachers, since code-switching is likely to be the default response of less experienced teachers to difficulties in the EFL classrooms. The present study, therefore, aims to investigate whether any possible correlation exists between a teacher's years of professional experience and frequency of code-

switching in his or her classroom. Specifically, this paper will attempt to answer the following questions.

Research Questions

1. Is there a significant correlation between Huberman (1989)'s model of teachers' professional experience and the frequency of code-switching in the classroom?
2. What are the functions of code-switching made by experienced and less experienced teachers in online EFL classrooms on Distance Learning Television?
3. What are the factors of code-switching made by experienced and less experienced teachers in online EFL classrooms on Distance Learning Television?

2. Literature Review

In this section, discussions on definitions, functions and factors of code-switching for teachers in EFL classrooms as well as Huberman (1989)'s model of teachers' professional experience will be provided respectively.

2.1 Code and Code-switching

Bernstein (1971) defines 'code' as any system of signals such as words, numbers, letters and sounds which carry concrete meanings. Mayerhoff (2019) put forward the concept of 'code' as any kind of lexical items within the same or across conversation which is a common phenomenon in communities where two or more languages are used (i.e. multilingual societies). For example, 'I' refers to a Thai code 'ฉัน'*chǎn*. Any lexical items used by a person within the same utterances can be called code-switching.

There have been various definitions of the term code-switching put forward. Crystal (2008) defined code-switching as a phenomenon whereby two or more languages are used within the same utterance. Gumperz (1972) posited that code-switching is "the juxtaposition within the same speech belonging to two different grammatical systems or subsystems" (p.59). As defined by Cook (2001), the term 'code-switching' refers to the process whereby one language is used in another mid-speech when the interlocutors know the same languages. In short, code-switching is a change from one language to another within a conversation or an utterance which can happen either outside or inside the sentence.

Research has also shown that code-switching can occur at either inter-sentential or intra-sentential levels (Poplack, 1980). In inter-sentential code-switching, the language is switched outside the sentence, which is seen most often among fluent bilingual speakers. This is, words, phrases or sentences are inserted either at the beginning or at the end of a sentence. For instance, Thai speakers of English sometimes code-switch between “ฉันไม่เข้าใจ (*I don't understand.*) and *what are you talking about?*” In contrast, in intra-sentential code-switching, the shift between languages is only done within a sentence without hesitation or pause indicating a shift. To be more specific, words or phrases are inserted in the middle of a sentence such as “ฉันกำลังจะไป (*I am going to have*) dinner.” and “ฉันจะ (*I will*) go to ตลาด (*market*).”

In the context of English as a foreign language classrooms (EFL), code-switching is a student's or a teacher's alternate use between his or her first language and the target language, and this is the subject of this study. In sociolinguistics, some linguists use the terms code-switching and code-mixing interchangeably, since both involve the use of words, phrases, clauses or sentences within the same utterance (Mayerhoff, 2019); however, the present study will use the term code-switching only.

2.2 Functions of Code-switching for Teachers in EFL Classrooms

There have been many attempts to classify the functions of code-switching in the teaching-learning process. Reyes (2004), for example, found that functions of code-switching are topic shift, situation switch, person specification, imitate quotation, giving emphasis, and clarification and persuasion. Similarly, Uys and Van Dulm (2011) indicated in their study of classroom code-switching that teachers frequently switched to their mother tongue for the sake of translation. They found that teachers translated and explained some terms in Indonesian when it was difficult to elaborate in the target language. This is substantiated by an excerpt from interviews with teachers “*Because language is about meaning and actually when we transfer from Indonesian to English, English to Indonesian the possibility for us to be lost is easy. So, I need to explain in Indonesian to make sure they understand the message*”. Jingxia (2010) also confirmed that Chinese teachers very often switch back to their mother tongue so as to translate vocabulary words for their students. For instance, a teacher asked a student “*what does 'on the ground' mean?*”, and later switched to Chinese to provide a translation: “*It means 由于 (on the ground).*”

Moreover, code-switching by teachers in the language classroom was found to show power and status (Üstünel, 2016). For instance, it was observed that teachers at a Turkish state university sometimes switched back to their L1 so as to react to disobedient behaviour of students. Kiranmayi (2010) found that code-switching served to explain project procedures and clarify directions for assignments. Teachers believe that students may misunderstand when they read everything in English, and therefore switch back to their mother tongue to explain procedures and directions, so that students get a clearer picture of what they should do. In a study on teacher code-switching in classrooms for low English proficiency learners, Ahmad and Jusoff (2009) indicated that teachers frequently code-switch in their L1 to check students' comprehension. They observed that teachers explain the content in English, but they sometimes go back and forth between Malaysian and English to make sure that students in fact do understand the content.

Heigham and Crocker (2009) observed that these various functions of code-switching can be divided into two main categories: methodological and social functions. They found that methodological functions relate to the pedagogical strategies of teachers in teaching the target language — such as translation, explaining difficult concepts, giving emphasis etc. In contrast, the social functions of code-switching relate to social activities between teachers and students in the classroom such as disciplining students, dealing with students' emotional needs, building solidarity, and praising students. These functions are not directly relevant to target language teaching.

2.3 Factors of Code-switching for Teachers in EFL Classrooms

There are many factors of code-switching by teachers in foreign language classrooms. In Polio and Duff (1994)'s study of foreign language classrooms, it was found that distance between the L1 and the target language often resulted in code-switching by classroom teachers. For instance, Thai and English do not share the same language systems such as syntactic structures of passive constructions, vocabulary etc. Therefore, teachers may find it difficult to explain some grammar concepts in the target language and use their mother tongue to give clarification. In a subsequent study of teachers' code-switching in EFL classrooms, Jingxia (2010) posited that different features between L1 and L2 could be a factor in code-switching, and this factor depends largely on teachers' target language proficiency. That is, when Chinese teachers of English cannot think of some English word, they switch back to use

Chinese. This suggested that teachers who have a high proficiency in the target language code-switch less to their L1. In addition to the proficiency of teachers, the researcher observed that students' proficiency also played a significant role in the code-switching of teachers—that is, teachers often switch back to Chinese when their students ask them questions. Moreover, Uys and Van Dulm (2011) found that factors of code-switching in the EFL classroom come from pedagogical materials and content. For instance, when teachers encounter complex directions or some sophisticated grammar concepts in the materials, they often use their L1 instead of the target language to explain these.

2.4 Code-Switching in EFL Classrooms

There have been many studies on code-switching in the foreign language classroom, often focused on whether code-switching in the EFL classroom is beneficial. Many researchers support the view that exclusive target language use is helpful. For instance, Fillmore (1985) posited that if learners adhere to their L1, they have no chance to develop their own in-built language systems. This means that if teachers do not use the TL in the classrooms, they will deprive learners of valuable TL input. Similarly, Krashen (1981) argued that if learners are exposed to extensive periods of the TL, they are more likely to master it. This suggests that teaching entirely in the TL helps learners acquire the language more successfully.

In contrast, Azlan et al. (2013), who studied the reasons for code-switching in the classroom in a tertiary setting in Malaysia, found that teachers preferred code-switching in the classroom, which they considered as a communicative strategy to help clarify difficult ideas for their students. Similarly, code-switching was a teaching strategy used by bilingual teachers in Pakistan to inspire their students to learn (Iqbal, 2011). Moreover, Simasiku et al. (2015) found that code-switching can support academic achievement. They suggested that learners will understand more when teachers code switch to their mother tongue. Then and Ting (2009) found that teachers switched back to L1 in the classroom in order to make sure that students understand what they had already said in English. They asserted that the alternating use of the L1 and the TL is beneficial in facilitating learning.

2.5 Huberman's Model of Teachers' Professional Experience

It is believed by Huberman (1989) that teachers' professional experience plays a key role in teaching effectiveness overall. Huberman, 1989 (as cited in Villegas-Reimers, 2005) proposed five stages of teachers' development as follows:

Stage 1— 'survival and discovery' occurs around the first 3 years of teaching. Teachers at this phase are considered 'less experienced ones', and often report feeling overwhelmed and exhausted. They are struggling to cope with problems with students' discipline through a continuous process of trial and error.

Stage 2 — 'stabilization' occurs around the first 4-6 years of teaching. Teachers at this stage become more established in their profession and passionate in the teaching community. They also learn to develop their own pedagogical skills and use instructional strategies more frequently. They are, therefore, considered 'experienced teachers'. Similarly, Stern (1983) found that less experienced teachers become more established after two or three years of teaching. They are more skilled at employing pedagogical strategies, identifying and managing the content, constructing learning activities, and presenting knowledge in different formats.

Stage 3 — 'experimentation/activism and stocktaking' occurs around 7- 18 years of teaching. Teachers need to experiment with new materials and more instructional strategies. They become more active which leads to additional professional responsibilities such as head of department and coordinator.

Stage 4 — 'serenity and conservatism' covers years 19- 30 of teaching. There are two possible orientations: serenity or conservatism. Serene teachers may lose engagement in teaching and often find that teaching is boring. In contrast, conservative teachers are skeptical about educational innovations and educational policy. Huberman, 1989 (as cited in Villegas-Reimers, 2005) further indicated that teachers at this stage are very experienced. Moreover, they are found to attend formal workshops and conferences to develop their knowledge frequently.

Stage 5 — 'disengagement' begins around 30 years of the career. Although teachers at the stage are very experienced, they are likely to reduce their ambition and pay more attention to their personal goals instead. They show decreased participation in training activities related to their subjects, contents and performance standard and teaching methods.

In light of the classifications above, it may be hypothesized that less experienced Thai teachers tend to code-switch more to their mother tongue compared to experienced teachers, since they may lack pedagogical strategies to cope with classroom challenges. The present study, therefore, aims at identifying any significant correlation between Huberman (1989)'s model of teachers' professional experience and the frequency of code-switching in the classroom.

3. Methodology

This section discusses the research methodology, providing information on the subjects (3.1), a description of instruments (3.2), data collection (3.3) and data analysis (3.4).

3.1 Subjects

The present study focused attention on teachers who teach in EFL online classrooms of 'Distance Learning Television', which is a well-known channel in Thailand. This distance television is organized by Wang Klai Kangwon School under the patronage of His Majesty King Rama IX to help eliminate educational inequality in remote area schools. The television has many classrooms, teaching different subjects such as English, social studies and science, from kindergarten to secondary level. Specifically, English classrooms at the secondary 1-3 level were the subjects of investigation in this study, since the English language is used as a medium of instruction (EMI) at this level but not for the secondary 4-6 level. This suggests that the frequent switching between Thai and English among teachers and students is more likely to occur in English classrooms of Online Distance Learning Television compared to other teachers who exclusively use Thai in the classroom.

Therefore, the subjects were two Thai teachers from the Foreign Language Department who use English as a medium of instruction in online classrooms on Distance Learning Television of Wang Klai Kangwon School. They were selected on the basis of their years of experience. One teacher had less than five years of teaching experience and received her Bachelor's degree in English, and the other teacher had more than five years of teaching experience and received her Bachelor's degree in English education. Both were assigned to teach English grammar at secondary 1 – 3 level.

3.2 Instruments

There were three instruments used to collect the data in this study: an online questionnaire for teachers (3.2.1), the online classroom videos (3.2.2) and a code-switching observation checklist (3.2.3).

3.2.1 An Online Questionnaire for Teachers

An online questionnaire was designed to collect personal and academic information about teachers (See Appendix 1). The teacher questionnaire had one section with nine items—such as teaching experience, education and department. The items in the questionnaire were drawn from the related literature.

3.2.2 Online Classroom Videos

There were four online classroom videos: two from the experienced teacher and two from the less experienced teacher. Each video was approximately 52.50 minutes long. The online classroom videos were used to collect data on the frequency, functions and factors of teachers' code-switching.

3.2.3 A Code-Switching Observation Checklist

The observation checklist was constructed to investigate the frequency of functions and factors of code-switching in online English-medium classrooms made by the experienced and less experienced teachers. The observation sheet had fifteen expected functions and three factors of code-switching which have been found to occur in English-medium classrooms. Some expected functions, which were based on a study on code-switching in the EFL classrooms by Bhatti et.al (2018), were *chatting, greeting, asking questions, praising listeners, making listeners attentive, explaining concepts, translating new words, amusing, quoting examples from life, explaining difficult vocabulary, repeating important points and warning listeners*. Some predicted factors, given on the basis of Jingxia (2010)'s study on teachers' code-switching in the EFL classroom, were *materials/lesson* and *proficiency of students and teachers* (See Appendix 2).

3.3 Data Collection

An online questionnaire in the form of a Google sheet was administered via e-mail to all lower secondary level teachers of the Department of Foreign Language at Wang Klai Kangwon School to determine their teaching experience. Teachers were asked to scan a QR code given and fill out a questionnaire within one week. Teachers who were found to teach in online

classrooms on Distance Learning Television were chosen to be the target subjects, and they were categorized based on their years of teaching experience.

The online English-medium classroom videos of the selected teachers were observed in order to investigate the frequency of code-switching and its functions and factors. These videos were transcribed, and the amount of Thai (L1) and English (TL) spoken by teachers was quantified. A starting point was set at 0:00, and from then on, every instance of switching from English to Thai or vice versa was noted on the observation checklist by the researcher. Only the teachers' discourse was taken into consideration for code-switching.

3.4 Data Analysis

The answers from the online questionnaire were gathered to determine the teachers' years of teaching experience. This was then used in analyzing teachers' code-switching in the following analysis to determine whether there is a correlation between a teacher's years of professional experience and the frequency of code-switching in his or her classroom.

The data from online classroom videos was transcribed to analyse the functions and factors of teachers' code-switching. The frequency of every instance of switching was counted out of 52.50 minutes of class time, using the formula below:

$$\frac{N \times 100}{T}$$

N: Number of instances of each function

T: Total number from multiplying number of functions

Then, the factors for the teachers' alternating use of L1 and the TL were identified by observing the online video recordings based on the particular criterion. Since the analysis was carried out by the researcher, it was important that another researcher who is an English lecturer in the English Department, Faculty of Arts, Chulalongkorn University rechecked the analysis to obtain inter-rater reliability. Eighty percent agreement on accuracy between the researcher and the co-rater was acceptable. Then, the researcher reanalysed the data to achieve the intra-rater reliability. In light of this, the analysed data were finalised.

Finally, the frequency of code-switching by the less experienced teacher and the experienced teacher was compared and calculated in the form of percentages to examine the possible correlation between the teachers' years of professional experience and the frequency of code-switching in their classrooms.

4. Results

This section discusses the results and analysis of data. The results of the less experienced teacher's code-switching are discussed first (4.1), followed by the experienced teacher's code-switching (4.2), and the overall frequency of code-switching between the less experienced and experienced teachers (4.3).

4.1 The results of the less experienced teacher's code-switching

In terms of the functions of code switching made by the less experienced teacher noted in two online classroom videos, six functions were identified from thirty five switches. In order of frequency, they were: *asking questions* (34.28%), followed by *translating new words and sentences* (22.86%), *explaining concepts* (14.29%), *giving directions of content* (14.29%), *quoting examples from life* (8.57 %) and *greeting* (5.71 %) (See Table 1).

Table 1: Frequency of code-switching functions from two online classrooms videos made by the less experienced teacher

Functions	Instances of switching	%	Examples
Asking Questions	12	34.28%	(1) 'What else do you think I have in my bag? นักเรียนคิดว่าครูมีอะไรอยู่ในกระเป๋าอีกคะ?.'
Translating new words and sentences	8	22.86%	(2) "Diplomat แปลว่า นักการทูต นะคะ"
Explaining concepts	5	14.29%	(3) "Future events is like เหตุการณ์ที่เกิดขึ้นในอนาคต ที่ยังมาไม่ถึงอะคะ เช่น ครูจะไปโรงเรียนสายพรุ่งนี้ right, I will go to school late."
Giving directions of	5		(4) "This exercise, you can draw a picture in your notebook and answer the following

Functions	Instances of switching	%	Examples
content and exercises		14.29%	<i>questions</i> นักเรียนสามารถวาดภาพลงไปในสมุดของนักเรียนได้เลยคะ จากนั้นลองดูสิว่าตอบคำถามไหนได้บ้าง ครูใช้เวลา 5 นาที”
Quoting examples from life	3	8.57%	(5) “ <i>Style is a way who you are without having to speak</i> สไตล์เป็นตัวบ่งบอกอะไรคะ ซ้าย ...ตัวเรานั่นเอง โดยการที่เราไม่ต้องพูดอะไรเลย ใช่ไหมคะ”
Greeting	2	5.71%	(6) “ <i>Good Morning. How are you today?</i> เป็นไงคะวันนี้ เมื่อคืนหลับสบายไหม”
TOTAL	35	100%	

Table 1 illustrates the functions of code-switching made by the less experienced teacher noted in two online classroom videos. It was found that the teacher switched back to the Thai language most often (12 times calculated as 34.28%) so as to ask students questions. Meanwhile, the teacher switched between L1 and the TL for the sake of translating new words and sentences 8 times calculated as 22.86%. It was found that the teacher sometimes switched back to her L1 to explain some grammar concepts 5 times, and to give the directions of content and exercises 5 times, each accounting for 14.29% of total instances. On only 3 occasions or 8.57 % were the instances of switching found to convey the meaning of examples from her life, and twice the teacher code-switched for greetings (5.71 %).

In terms of factors, it was observed by the researcher that the teacher sometimes or very often switched back and forth between Thai and English because students could not or did not respond to the questions asked in English. This suggested that they did not understand these utterances in the target language, so the teacher switched back to her L1 to make sure that students understood what she had already said in English. It is, therefore, reasonable to assume that students' insufficient command of the English language was a factor accounting for code-switching.

4.2 The results of the experienced teacher's code-switching

There were seven functions of code-switching made by the experienced teacher which were identified from thirty-eight switches from two videos. In descending order, these functions were: *explaining concepts* (36.84%), followed by *asking questions* (18.42 %), *giving directions* (15.80%), *translating new words and sentences* (13.16%), *greeting, amusing and quoting examples from life* (5.26 %) as the least (See Table 2).

Table 2: Frequency of code-switching functions from two online classrooms videos made by the experienced teacher

Functions	Instances of switching	%	Examples
Explaining concepts	14	36.84%	(7) "Past tense is used to refer to the actions that happen in the past ใช้ใหม่ค่ะ? เราสามารถบอกเรื่องราวในอดีตของเราแบบ เกิด จบ ไปในเวลาอดีตที่ล่วงเลยมาแล้ว"
Asking Questions	7	18.42%	(8) "These two sentences share the same story or different story? ใช้ใหม่ค่ะ สองประโยคนี้อาจมีความเหมือนกันหรือป่าว"
Giving directions of content and exercises	6	15.80%	(9) "Exercise 7.1, you practice more. You put verbs past simple or past continuous. เดี่ยวเราวิเคราะห์กันวิเคราะห์จากที่ไหนนะคะ Verb.."
Translating new words and sentences	5	13.16%	(8) "Go out เป็น Phrasal Verb แปลว่า ดับ "
Quoting examples from life	2	5.26%	(9) "The best predictor of future events is probably past events การที่เราจะคาดเดาเหตุการณ์ในอนาคตได้ คืออะไรคะ ก็คือสิ่งที่เกิดขึ้นจากในอดีต"

Functions	Instances of switching	%	Examples
Greeting	2	5.26%	(10) “Good morning สวัสดีค่ะ”
Amusing	2	5.26%	(11) “I took a shower this morning อ่ะ เห็นภาพนั้นไป ฮ่าๆๆ”
TOTAL	38	100%	

Table 2 shows the functions of code-switching made by the experienced teacher in two online classroom videos. It was found that the experienced teacher switched back to her L1 14 times (36.84 %) in order to elaborate on some grammar concepts. Asking students questions was the second most common function, totaling 7 times or 18.42%. Moreover, the teacher alternated between Thai and English to give directions of the content and exercises 6 times (15.80%) and attempted to provide her learners with Thai equivalents of words and sentences 5 times, or 13.16%. Finally, the teacher code-switched 2 times (5.26%) for amusing, greeting and quoting examples from her personal life.

In terms of factors, it was observed that the experienced teacher very often drew upon Thai when she found it difficult to explain certain grammar concepts in English when doing so required complex language. During the lectures, it was observed that students were silent when they were asked some questions in English, so the teacher switched back to her L1 to make sure that students understood what she had already said in English. This suggests that students' insufficient command of the English language may have been a factor for the experienced teacher's code-switching.

4.3 Comparison of overall frequency of code-switching between less experienced and experienced teachers

The results indicate that the experienced teacher switched back to Thai slightly more frequently than the less experienced teacher (See Table 3).

Frequency (Percentage)	
A less experienced teacher	An experienced teacher
47.95%	52.05%

Table 3: Comparison of overall frequency of code-switching between less experienced and experienced teachers

Table 3 above displays the results of overall frequency of code-switching made by the less experienced teacher and the experienced teacher. The less experienced teacher's code-switching accounted for 47.95 % of the total which is lower than the experienced teacher, who accounted for the remaining 52.05%. The results indicate that the experienced teacher tended to code-switch between Thai and English more often than the less experienced teacher.

5. Discussion

Clearly, the experienced teacher code-switched back and forth between Thai and English slightly more often than the less experienced teacher. This means that the hypothesis, that a less experienced Thai teacher tends to code-switch more than an experienced teacher, is not confirmed by the results. Specifically, Huberman (1989)'s model of teachers' professional experience is a general schema of teachers, but this study is examining teachers teaching English as a foreign language. Therefore, there appeared other factors such as language proficiency, making teachers switch back to their language. For example, it was found that the less experienced teacher, who was younger, was more fluent in English than the experienced teacher, owing perhaps to the fact that in the past, English language teaching in Thailand employed a grammatical approach which focused on teaching English for knowledge about the language, while a communicative approach is favored today (Darasawang, 2007). Consequently, this suggests that teachers who have more than five years experience may have knowledge about the language, while teachers who have less experience and are generally younger are likely to be better able to use English communicatively. Therefore, no significant correlation between Huberman (1989)'s model of teachers' professional experience and the frequency of code-switching in the classroom was found to exist.

The functions of code-switching made by the less experienced teacher and experienced teacher were mostly methodological, which is in accord with a study of code-switching in the EFL classrooms by Bhatti et.al (2018). These functions primarily relate to the pedagogical strategies of teachers in teaching the target language—such as translation, explanation of difficult concepts, giving directions of the content and exercises, etc. Meanwhile, code-switching also appeared to serve two social functions which are not directly relevant to target language teaching—amusing and greeting. Specifically, although both teachers taught English grammar, code-switching appeared to fulfill different functions. This is, the less experienced teacher very often drew upon her L1 to ask students questions, which could have been the result of students' English proficiency. During the lectures, it was found that students were unable to respond to the questions asked in English and were sometimes silent. Therefore, the teacher switched back to Thai, and students tended to answer these questions willingly, thus indicating a lack of comprehension accounted for the initial silence. In contrast, the experienced teacher frequently code-switched to Thai in order to elaborate on grammar concepts. This switching appeared to be the result of the teacher's insufficient command of English. This is, the teacher could not explain some grammar concepts using the English language. For instance, the teacher could not explain an ongoing action of a past event, as she often stopped explaining and self-corrected some sentences, showing that she had to deal with complexity of language in explaining. Moreover, the experienced teacher switched back to L1 to amuse students, suggesting that she may employ a pedagogical strategy to inspire students to learn. This idea is in line with Huberman (1989)'s model of teachers' professional experience—that is, teachers who have more than five years of experience use instructional strategies more often than less experienced teachers. Clearly, the factors are similar to those Jingxia (2010) found in her study on teachers' code-switching in EFL classrooms. That is, the teacher's code-switching is often caused by the fact that students and teachers have insufficient command of the target language.

It can be seen that code-switching seems to be a pedagogical strategy of teachers in teaching the target language, since it helps facilitate rather than hinder teaching and learning in the classrooms. This is similar to results reported in previous studies by Azlan et al. (2013), Iqbal (2011), Pollard (2002) and Then and Ting (2009).

6. Conclusion

The findings show that the experienced teacher switched back and forth between Thai and English slightly more often than the less experienced teacher, which is not in line with the hypothesis stated. Therefore, code-switching is not the default response of a less experienced teacher to difficulties in the EFL classrooms, and there is no significant correlation between Huberman (1989)'s model of teachers' professional experience and the frequency of code-switching. That is, the frequency of code-switching between less experienced and experienced teachers is not significantly different in terms of percentage. The most frequently found functions were: asking questions by the less experienced teacher and explaining concepts by the experienced teacher, which may have been the result of teachers' and students' insufficient command of English. Nevertheless, code-switching appeared to help rather than impede the teaching and learning in online EFL classrooms on Distance Learning Television.

The implication here is that teachers should employ code-switching as a pedagogical strategy because it helps facilitate teaching and learning and enables students to understand what teachers have already said in English.

A major limitation of this study was the fact that this is a small scale case study, involving a small number of subjects from a particular place. Therefore, it could not identify with any certainty a correlation between a teacher's years of teaching and his or her code-switching, and the results are not generalizable enough. To see a clearer picture of this aspect, there should be a large number of less experienced and experienced teachers involved.

Another limitation is that some variables were not taken into consideration in this study such as the English proficiency of students and teachers and the content of the lessons, which tend to have an influence on a teacher's code-switching. Further study can be conducted to investigate the role of teaching experience on code-switching in classrooms when students have the same level of English proficiency. It could be that if students' English proficiency is different, it may not reflect the role of teaching experience on code-switching because teachers tend to switch more often for students who have low English proficiency. Moreover, if teachers do not come from the same educational background, it may not reflect the frequency of code-switching, owing perhaps to the fact that teachers who major in English are likely to be more

fluent in English than those majoring in English education. Finally, only grammar classes were the focus of this study. An examination of student conversation practice may yield different results in the amount of code-switching which occurs.

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Appendix 1: A Questionnaire for Teachers

Dear participants,

This survey is conducted as part of a research project to determine whether the teaching experience of teachers has influence on code-switching (i.e. using English and Thai in the same discourse/dialogue) in a classroom setting. The information you provide will be treated strictly as confidential and be used purely for academic purposes.

Best regards,

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PERSONAL AND ACADEMIC INFORMATION

PLEASE PUT A TICK-MARK ON THE APPROPRIATE ANSWER AND GIVE SOME INFORMATION.

Name: _____.

E-mail: _____.

Department: English Science Social Studies Other _____

Age: _____ years old

Gender: Male Female

Academic Qualification

English Proficiency: CEFR _____ TOEFL _____ IELTS _____ TOEIC _____

Education: Bachelor in _____ Master in _____ Above _____

Teaching Experience: Less than 5 years More than 5 years

Appendix 2: Code-switching Observation Checklist

TEACHER NUMBER _____ TIME _____

NO.	FUNCTIONS	FREQUENCY OF EACH FACTOR (50 MINUTES)			
		MATERIAL/ LESSON	³ PROFICIENCY OF STUDENTS	⁴ PROFICIENCY OF TEACHERS	OTHERS
1	Greeting				
2	Chatting				
3	Building solidarity and intimate relationship				
4	Asking question				
5	Praising listeners				
6	Making listeners attentive				
7	Motivating students				
8	Quoting examples from life				
9	Explaining concepts and sentence meaning				
10	Translating new words and sentences				
11	Repeating important points				
12	Explaining difficult vocabulary				

³ Content and Language Comprehension; Students may ask the teachers to translate some sentences, repeat or explain the content again in their mother tongue due to some complexity.

⁴ Teachers' ability to express particular knowledge and use the English language in teaching

NO.	FUNCTIONS	FREQUENCY OF EACH FACTOR (50 MINUTES)			
		MATERIAL/ LESSON	³ PROFICIENCY OF STUDENTS	⁴ PROFICIENCY OF TEACHERS	OTHERS
13	Giving direction of the content and exercises				
14	Warning listeners				
15	Amusing				

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