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Code-Switching of English Learners in the TEE Program

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Research on strategic Code-Switching (CS) of second language learners in teaching English in English (TEE) program provides an elaborate framework for analyzing how learners manage to express themselves in spite of their limited knowledge of the target language. This research presupposes that L2 learners' CS presents innovative solutions for communicative strategy, and that CS used as communicative strategy can promote L2 learners' language acquisition. The major questions of current research involve examining the significant patterns of different functions of CS in L2 learners' interaction and investigating L2 learners' CS styles according to the different functions of CS. The implication of CS utility is regarded as a teaching technique in the TEE program. Recorded transcript is analyzed to trace the same pattern and the categorization of CS as well as to recognize the functions of CS and their ratio. Hence, this leads to the conclusion that learners' negotiation between code selection and communication intention occurs in patterns. The learners' CS tends to be predictable, reproductive, and systematic, as one of the language acquisition phases. Therefore, the attention to the CS in the TEE program should be redirected in communication substantiality toward the principles of pragmatics. As an additional advantage of the CS analysis, this research elaborates on a conceptual acceptance of CS as a set of learners' strategies in the TEE program. (218 words)

[Code-Switching (CS)/L2 learners/communicative strategy/TEE program]

I. INTRODUCTION

The study of language contact hasprogressed since the earliest work of Weireich

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(1953) who defined Code-Switching as a form of language by bilingual people. Later Naseh (1997) explained Code-Switching as "from one language to the other according to appropriate changes in speech situation" (p. 202). Since Code-Switching was considered as a bilingual's characteristic form for some time, the issue of Code-Switching in English teaching and learning has not been considered as a developmental step that English learners experience in the continuum of English acquisition.

After the implementation of the Immersion Program, Teaching English in English (TEE), and the English-Only approach, researchers revealed that EFL students switch their available codes to communicate more easily in that environment. In the meantime, teachers have to decide when L1 (the mother tongue) should be used and when a switching to L2 (the second language) is allowed for the comprehension and meaningful involvement of students (Cook, 2001).

The results of Code-Switching research show that there are commonly-found phenomena in language output of EFL learners, i.e., what Selinker (1972) called "interlanguage." Interlanguage is the type of language produced by EFL/ESL learners in the process of learning a foreign (second) language. It is different from both L1 and L2 (English). When analyzing this interlanguage, a type of students' output, we sometimes come into contact with a different kind of output, Code-Switching, which has a mix of more than one language within one sentence or between sentences in a single conversation. It involves a word, a phrase, a clause, or a few sentences. When students are unable to conceive an appropriate word, Code-Switching allows them to express themselves more fluidly (Wald, 1985; Weinreich, 1970). Motivating students to participate in English communication is considered as the main interest of EFL teachers in EFL situations. Hence, Yang Eun-Mi (2011, p. 112) suggests how learning environment affects the kinds of motivation is another key subject in the motivation.

However, there have still been some debates over the issue, for instance, whether the Code-Switching of teachers can promote language acquisition, and whether Code-Switching promotes learning (Good & Brophy, 2003). Therefore, by analyzing respective examples of Code-Switching among English learners in Korea by means of a qualitative approach, this study attempts to increase the understanding of features and functions of Code-Switching in English teaching and learning contexts.

II. LITERATURE REVIEW OF CODE-SWITCHING

Nowadays, Code-Switching has been focused on as a conversational strategy for bilingual phenomena. Since the first definition of Code-Switching by Weinreich (1953), Code-Switching described either bilinguals' or language learners' linguistic strategies, or

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described classroom practices involving the use of more than one language (Fotos, 2001; Romaine, 1989). From the same perspective, Code-Switching was consolidated as a process involving socio-historical as well as ethnographic context by Eastman (1992), and expanded more in the research of Fishman (1971), Gumperz (1982a, 1982b), and Jacobson (1997). The research found that some social situations can be formed when Code-Switching happens in appropriate role-relationships, and in its appropriate locales, and its appropriate topics. The Code-Switching used to establish communication as a conversational strategy was further explained in detail with accounts of individual cases in Singapore provided by Platt & Platt (1975), Blom & Gumperz (1972)'s studies of Code-Switching patterns in Hemnesberget, Norway and Hewitt (1986)'s discussion on Code-Switching with examples of West Indian youths in Britain. These studies, as Auer (1998) suggested, are "very different strategies of socio-symbolic alignment in which a person fabricates" (p. 300).

However, the linguistic constraints on Code-Switching (Poplack, 1980; Romaine, 1989; Woolford, 1983) have been subject to controversy when applied to different cases of Code-Switching. Some of the only three linguistic constraints are considered as applicable to other cases. They are the equivalence of the structure, the size of the constituent, and the free morpheme. These are defined as follows: the equivalence of structure constraint in discourse where juxtaposition of the L1 and L2 elements does not violate a syntactic rule of either language (Poplack, 1980); the major constituents (e.g., sentences and clauses) tend to be switched more frequently than smaller constituents (e.g., nouns, determiners, verbs, adverbs, and adjectives) (Poplack, 1980); and, the free morpheme constraint prevents switching between a bound morpheme and a lexical form. More recently, Myers-Scotton's (1993) matrix language frame mode provided a specific account for the linguistic choice of dominant language to contextualize talk in interaction. With Myers-Scotton's model, the empirical studies in Code-Switching developed assumptions about speakers' internal states.

There are some other studies that argue for Code-Switching in English teaching and learning settings (Burden, 2001; Cole, 1998; Critchley, 1999; Greggio & Gil, 2007; Schweers, 1999). These studies imply that Code-Switching is one of the processes of development in the language learning continuum. Code-Switching is regarded as a key element in second language acquisition. Skiba (1997) suggested that while language switching within a conversation may be disruptive for the listener, it might alternately be viewed as an opportunity for language development. He also suggested that Code-Switching allows a chance to make an effective transfer to the target language possible. Research on teachers' Code-Switching (Merritt, Abagi, & Bunyi, 1992) and conscious pre-planning of Code-Switching (Bergman, 1993) showed the importance of the teachers' role, linguistic competence, and teachers' variation in the bilingual education.

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In terms of functions of Code-Switching, Gumperz (1982c) suggested that linguists look at Code-Switching as a discourse mode, or a communicative option that a bilingual speaker can use in a conversation in the same way that the switching between styles or dialects is an option for the monolingual speaker. Switching in those cases would have pragmatic functions. He lists examples of situations creating Code-Switching as follows: To appeal to the literate, to appeal to the illiterate, to convey precise meaning, to ease communication, i.e., utilizing the shortest and the easiest route, to negotiate with greater authority, to capture attention, i.e., stylistic, emphatic, emotional, to emphasize a point, to communicate more effectively, to identify with a particular group, to close the status gap, and to establish goodwill and support.

Starting from his list, there are further studies with similar features (Karen, 2003; Malik, 1994). In this study, the types of function are rearranged for the specific examination of the functions supplemented with other studies, such as Topic Shift Functions, Affective and Socializing Function, Lack of Linguistic Fluency, Translation Function, Repetitive Function and Communicative Function (i.e., Auer, 1998; Flyman-Mattsson & Burenhult, 1999; Gumperz, 1982c; Karen, 2003; Krashen, 1985; Merritt et al., 1992; Nunan & Carter, 2001; Skiba, 1997).

The studies of Code-Switching in relation to English learning and teaching[1] included some successful results that high quality of input of English only was beneficial for learners' acquisition (Chaudron, 1988; Cook, 2001; Krashen, 1988). Since the study on the Code-Switching of L2 learners is not sufficient (Giauque & Ely, 1990; Jacobson, 1983), this study was put forward to suggest the need for in-depth understanding of functional Code-Switching occurring in the TEE program with the above rearrangement of Code-Switching research. Therefore, the current study for the specific analysis of Code-Switching functions can enhance the understanding of Code-Switching as a teaching method and its applicability in the TEE program.

III. PARTCIPANTS, AND METHOD OF ANALYSIS

1. Participants

The thirty-four participants in this study were all freshmen in a Korean university taking English as a core course in the TEE program, while registered in two required

[1] Code-Switching can be comprehensible input in the bilingual phenomena where classroom Code-Switching occurs (Martin-Jones, 1988, 2000). For example, the Code-Switching of Chinese learners of English in the U.S. made use of four communicative functions, which are procedures, directions, clarification and checking for understanding (Guthrie, 1984).

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first-semester English classes. The participants, divided into groups of three or four students were supposed to talk freely about the given topics in English. The discussion were tape-recorded and transcribed. Students were allowed to use Code-Switching when they had difficulty when they only used English to express themselves.

All of the recorded materials were transcribed using Jefferson Transcript Notation[2] (Atkinson & Heritage, 1984). The two groups i.e., graduate students of TESOL and teachers, provided assistance in transcribing the materials, tracing of the same pattern and the categorization of the necessary items we asked them to look at.

TABLE 1

Participants' Profile (m=male, f=female and CS=Code-switching)

The data was from the simple questionnaire asking about the student's personal profile.

CASE	Student (n.=33)	Minutes of recording	m	f	Experience of studying abroad	CS use
CASE 1	A, B, C (3)	20:44	2	1	2 (1 year / 6 months)	+
CASE 2	A, B, C (3)	19:79	1	2	2 (2 years / 8 months)	+
CASE 3	A, B, C (3)	19:78	2	1	None	+
CASE 4	A, B, C, D (4)	20:15	2	2	None	+
CASE 5	A, B, C, D (4)	25:15	1	3	None	+
CASE 6	A, B, C, D (4)	24:49	3	1	2 (1 year / 6 months)	+
CASE 7	A, B, C, D, F (5)	27:24	2	2	None	+
CASE 8	A, B, C, D, F (5)	24:22	2	3	None	+

Students responded to the twelve questions about their educational backgrounds, such as their experience studying abroad and the reason for their use of Code-Switching as in Table 1. In cases where we needed to have interviews with students, the interviews were organized randomly depending on the case.

2. Method of Analysis

The transcribed material serves as a base for a meticulous analysis of the Code-Switching patterns between English and Korean exhibited by English learners in the classroom. From the transcription which we trace the same pattern and the categorization necessary for studies, the study revealed the extensive use of Code-Switching, which gave an in-depth illustration of Code-Switching occurring in the second-language classroom and offered assistance in finding the valid reason for Code-Switching.

The data collected and transcribed were analyzed to categorize the pattern of Code-

[2] Jefferson Transcript Notation was adapted and simplified for the appropriate use of the current study.

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Switching, so that we could determine the functions of Code-Switching and present their consequences in the L2 learners' interactions. Data Analysis and Discussion in section IV will show the distribution of English, Korean, and the Code-Switching utterances in frequency, distribution of the Code-Switching functions of the four different groups, and the frequency of the Code-Switching functions used by the learners. And the examples will reveal the types of specific cases of Code-Switching happening in the TEE program.

For the analytic method of this study, we adopted several related researches that contributed to the six categorizations of Code-Switching functions as mentioned above. Categorizations of transcribed samples were carried out according to the following illustration of the functions. The main functions adopted are:

(1) Topic Shift Functions (TSF): when students switch a code depending on the topic, e.g., if students want to change sub-topics (Flyman-Mattsson & Burenhult, 1999).
(2) Affective and Socializing Function (ASF): when spontaneous expression of emotions and emphatic understanding were expressed in discourse (Flyman-Mattsson & Burenhult, 1999; Merritt et al., 1992).
(3) Lack of Linguistic Fluency (LLF): when students experience difficulty due to the lack of grammar, words, fluency, but still want to continue to communicate (Karen, 2003; Merritt et al., 1992; Myers-Scotton, 2002; Skiba, 1997). Especially according to Suh Jae-Suk (2004), grammatical competence is an indispensable part of language proficiency.
(4) Translation Function (TF): when students translate or elaborate on some messages during the discussion, when other participants cannot understand them (Krashen, 1985).
(5) Repetitive Function (RF): when students emphasize some points or disagree with others (Nunan & Carter, 2001).
(6) Communicative Function (CF): when students want to fulfill the relational and referential functions of language in order to communicate effectively (Gumperz, 1982c).

Presumably, the functions of Code-Switching in the English learning situation can be implicated and interrelated in various ways. However, this research deals with classroom interaction and students' interaction in discussion, which are clearly different from the natural speech situation of bilingualism. Hence, we may expect different patterns of Code-Switching which can present significant suggestions for English learning.

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IV. DATA ANALYSIS AND DISCUSSION

1. Data Analysis

The data show the language usage, the frequency of Code-Switching, and the function distribution of Code-Switching. As Figure 1 reveals the percentage of English, Korean, Code-Switching in CASE 1, CASE 2, and CASE 6, students tended to use English over 80% of the time, and their Korean use and Code-Switching were about 20%. In CASE 4, CASE 7, and CASE 8, it is shown that students used more than 30% of Korean and that Code-Switching was around 20% except for CASE 4 (38% of Code-Switching). In CASE 3 and CASE 5, we found a lower usage of English, more usage of Korean and much more usage of Code-Switching (about 40%). The Code-Switching occurred more frequently when the students' utterances of Korean were more than 20%.

FIGURE 1

Distribution of English, Korean and Code-Switched Utterances in Frequency

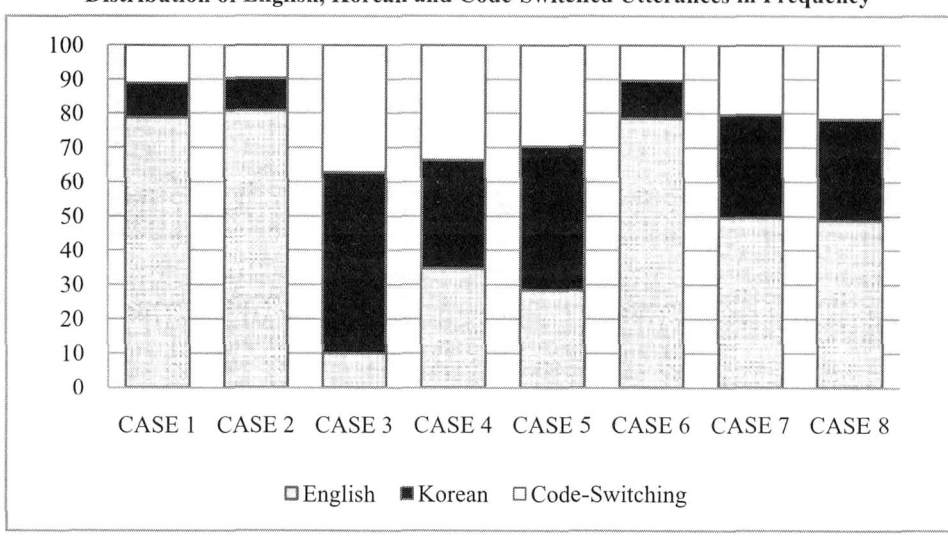

Figure 1 shows that there were clearly distinguishable groups depending on the students' use of English, Korean, and Code-Switching. Category 4 included CASE 1, CASE 2 and CASE 6, reaching 80% for the English use, and it reveals a similar pattern in the use of Korean (about 10%) and Code-Switching (about 10%). Category 3 included CASE 7 and CASE 8, which were similar in their distribution of English (50%), Korean (30%), and Code-Switching (20%) in frequency. Category 2 was made up of CASE 4 and CASE 5 even though their distribution of utterances varied, and their Code-

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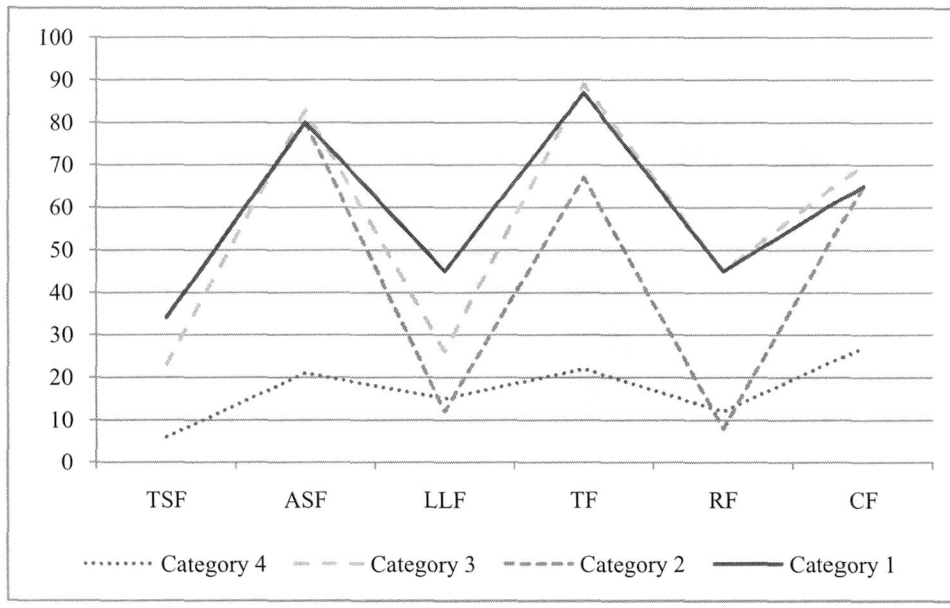
Switching distribution was similar i.e. CASE 3 (48%), CASE 4 (35%) and CASE 5 (30%). In CASE 3 students showed extreme uses of Korean and Code-Switching. These uses belong to Category 1.

According to this distribution, we noticed that there were different groups in which the use of codes had different proportions. In Figure 2, we tried to find Code-Switching functioning tendencies in their Code-Switching only. In Table 1, CASE 1, CASE 2 and CASE 6 in Category 4 were made up of students who had experience studying abroad.

However, there was no clear outcome caused by the different ratio of females and males. The scoring chart in Figure 2 shows how the distributions of the groups were different depending on the type of Code-Switching functions, such as TSF, ASF, LLF, TF, RF and CF.

FIGURE 2

Distribution of Code-Switching Functions of 4 Different Categories



From the categorization of the cases in terms of the amount of English use and Code-Switching, a difference in functions of Code-Switching was clearly illustrated. For instance, Figure 2 shows the following: Category 4 used the smallest amount of Code-Switching since the percentage of using English was higher, compared to the rest even though the pattern of using Code-Switching was similar to Categories 1, 2, and 3. In the interview with students in this group, even though there were some grammatical mistakes, they all said they wanted to speak in English, and still tried to speak in English.

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Student (B) of CASE 2 in Category 4 stated in an interview that he felt it was necessary to use Code-Switching. In addition, he said that whenever there were problems in communicating, the students who had experience studying abroad tried to give some help in English with words and expressions. Therefore, they performed less Code-Switching than other groups. From the perspective of Code-Switching functions, TSF, LLF and RF were generally less used in students' Code-Switching by all the categories, while ASF, TF and CF were used more by most of the groups. Although the categories' distribution of Code-Switching functions shows similar trends in their shapes, Category 4 was an exception.

FIGURE 3

Frequency of Code-Switching Functions Used by Learners

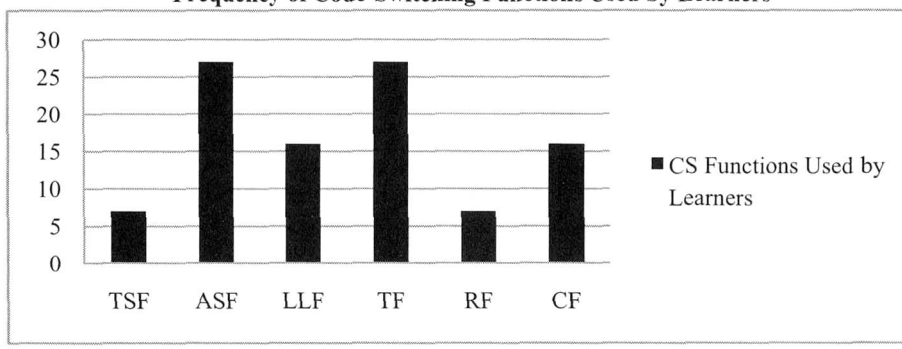

Figure 3 shows the frequency of each Code-Switching function in percentage. This illustrates the most frequently used functions and the least frequently used functions. Figure 3 is significantly useful for the analysis of types of Code-Switching in the next section.

2. Analyses of Code-Switching Functions in Transcript

1) Topic Shift Functions

Examining the free-talking transcripts demonstrates that Code-Switching was occurring for the purpose of topic shift and its emphasis. Code-Switching for topic shift function was not as frequent as expected among learners' talk, because the several topics were already given and students tended to follow the leaders' suggestion to shift the topic. The less frequent Code-Switching for this function indicates that learners consider Korean as an instructional means of changing topics. TSF is not common (Martin-Jones, 2000) and is only used to focus on the changed topics. Likewise, it was found in the analysis that thirty-four respondents gave responses to TSF (7%) as seen in Figure 3.

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As presented in Example 1, there were several examples where Code-Switching occurred for the topic shift several times, depending on the different importance of communication. This first example is taken from the opening of a conversation of CASE 2, and displays how student A switched from English to Korean so as to show her irritated feeling when student B continued talking about the previous topic.

The transcription system employed for sample data was adapted from the Gail Jefferson's work. We used colon (:) for extended or stretched sound, syllables, or words. An underline (____) refers vocalic emphasis. (.) or (..) means a brief pause for about 0.2 or 0.4 seconds. Period (.) suggests falling vocal pitch. Arrows (↑ ↓) point to pitches rising and falling. Brackets ([ ]) indicate speech overlap. Capital letters depict extreme loudness compared to surrounding talking. Hyphen (–) reflects halting, abrupt cut off of sounds or words. Finally a pause is designated by (#).

Example 1 TSF: Students D, E and F of CASE 2 (2;02;14)

01 (noisy sound at university cafe)
02 D: I still don't think you're right. If you live (.) in the city (:)
03 F: You're (#) 야! 그만해, 우리 그 다음 이야기하잖아! 이제 city life!
(Hey! Stop it, we are talking about the next! Now, city life!)
04 E: Hhh ha ha: he got stuck to that. I like city life more, shopping centers, bars, etc.
05 D: [웃지마(-) Don't LAUGH! Why are you laughing about? I prefer living in countryside.
06 F: OK, OK, so you're (--) do you think the air pollution is not serious on ↑ in ↑ the country side? ↑
07 E: [yeah, true. but still (-) I like city life.
08 D: But in the countryside, you know, (--) the smell(:) of dung! I don't like it.

After Student F's Code-Switching, students went back to their topic. A pause (#) in line 03 indicates their topic was interrupted by student D and student F who used sentential Code-Switching. Student E responded with laughter, diffusing what seemed like an irritating response from student D. In the interview with F, he wanted to move on to the next topic and he was upset because of D's reverting to the previous topic.

2) Affective and Socializing Function

It has shown that 27% of the respondents gave ASF as a reason for Code-Switching which correspondents with the higher result of Code-Switching in Figure 2. Even though ASF was easily confused with CF, ASF could be differentiated according to the expression of the interlocutors' feeling. It was observed that the students switched from English to Korean bi-directionally while expressing feelings of pleasure and displeasure. Flyman-Mattson and Burenhult (1999) also differentiated this type of function as an

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affective and socializing function. The common reason for students switching to their mother-tongue was that they understand feeling better when expressed in their mother-tongue. They stated the affective and socializing functions of Code-Switching could occur in the spontaneous expression of emotions and emotional understanding in interactions. The following example can show the moment of spontaneous expression of feeling in conversation.

Example 2 ASF: Students A, B, C, and D, CASE 6 (3;12;17)

01 A: OK, I will ask a question. (-) What is the best way to be healthy? (-) You(.) First.
02 B: No…he. No, you first, you are doing well always. What is your way to be healthy?
03 C: Umm. I go to a fitness center over there after school.↓
04 A: Wow↑ It is expensive. Your parents are rich? ↑
05 C: 아냐, No, No, my uncle runs it. It is free for me.
06 A: [Wow, I envy you. Good for you!
07 B: [Wow(..) really ?
08 C: you can have discount if I tell him.
09 D: Wow! 정말? Really? 우리 같이 가자. (We can go together.) Great!
10 C: Why? Why?↑ Are you angry (:) or hungry?↑
11 D: 뭘 잘못 먹었나 봐 그치? (- -) I think I have to go early. I think I am sick.
12 A: You eat too much after starvation, then you get sick.
13 C: [yeah, (.) right, maybe.
14 B: Go to the toilet!
15 C: [Ha Ha, maybe 그래↓ (that's right) go to the toilet!
16 D: I can stay(.) don't worry (-) I can stay.
17 B: [yeah stay... we have to finish this.↓
18 A: [yeah (-) later, you go.

As in Examples 05 and 09, students C and D were pleased that they were able to go to the fitness center where they might get a discount, and in 11 Code-Switching was caused by the feeling of having an upset stomach. The former indicated a pleasant feeling and the latter showed an unpleasant one.

3) Lack of Linguistic Fluency

The results of this function show that 16% of the subjects gave a response to this variable, which was the same as for the Communicative Function. While students' linguistic competence was low in general and they (56%) replied that their speaking ability in English was particularly low, most students tried to communicate by using linguistic structure and vocabulary, since they had prepared for the topics as an assignment in advance.

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Flyman-Mattson and Burenhult (1999) explained that interlocutors' Code-Switching due to linguistic insecurity may lessen the students' motivation to continue talking. Students tend to use words or structures they can control, or restructure what they have said. Since linguistic competence in learners' conversation is a vital issue for students to continue in the TEE program, Code-Switching is more common if students do not use a unitary mode, i.e., if they use formal vs. informal situation. However, since the learners can be intimidated by making errors, Code-Switching offers a temporal base for them to find appropriate target language words or structures for future use. In Example 3, it is easily found that students continue their communication with switching in order to avoid making errors.

Example 3 LLF: Students A, B, C, D and E, CASE 7 (3;05;57)

01 A: What's Pansit?
02 B: It is Philippine food like 어묵 in Korean.
03 C: The same taste? (-) No?
04 A: [What is the taste like?
05 B: Hum (-) that is(.) hum (.) 설명하기 어려워 Don't ask! ↑ (It is hard to explain.)
06 B: I heard it is almost the same like 어묵.
07 C: 우리나라에 들어와 있어? 어디 있는데? (Do we have it in Korea? Where is it?)
08 B: 압구정동에 들어와 있어. (You can find it in Apgujungdong.)
09 D: 괜찮아? ↑(-) 먹어봤어? (Is the taste good? Have you eaten?)
10 A: Hey! We have to speak in English only.
11 C: OK, but then it is hard. Korean is easier.
12 B: Yeah, 그게 내 말이야 (-) right! Near Hyundae department store. (-) 신사동 쪽으로 길 건너서 (That's what I want to say, toward Shinsadong, Across the street)
13 A: Hey, come on. This is recorded.
13 B: Ok, ok. You're late. You have... have to tell your name. We already started.
14 A: Come on (..)
15 E: Sorry. (.) sorry. Because of bus. Bus was late. (-) and traffic. Terrible! Terrible!
16 A: We cannot restart again, so tell your name now. I think it is ok. Only 5 minutes.
17 E: My name is Sungyung Lee. Start? My turn?
16. A: Yeah, it's your turn. (..) Go ahead.

4) Translation Function

In some cases students switched their code to translate or elaborate on the message in conversation to explain some vocabulary instead of continuing their conversation in English. By translating the message for other students or themselves, they reduced the stress caused by the burden of the TEE program in which students were supposed to speak only English.

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While Atkinson (1987) warned against teachers' excessive use of Code-Switching for translation, students in a group conversation feel better in cases where they have instant translation. As seen in Figure 3, TF had the second highest portion of Code-Switching of students' group conversation.

In Example 4, students tended to translate what was said into switched code, as in 02, 03, 12 and 13. Actually they had already shared information about the movie 'monster,' took it from the movie, spoke the famous line of the movie, and code-switched to English. In 12, by using Code-Switching, they elaborated on what a student said by using Code-Switching. In 13, student A said the phrase "mid-summer night's dream" more quickly and code-switched it into Korean.

Example 4 TF: Students A, B, and C of CASE 3 (3;12;34)

01: A: Ah Did you do your homework? About life after 20 years?
Oh! I knew it. You monster did, right? You are a monster!!
02 B: Haha! 난 숙제하는 괴물이 아니야. I am not a homework monster.
03 C: Ah, 현서 알아? 현서? Do you know Hyunseo? Hahaha 썰렁하다! Haha.
04 A: [Haha Oh! So who will do first? You?
05 B: [Hahaha Ok, Ok (-) me.
No, you,...because this is a...OK (-) but I did not prepare enough.
06 A: One second, (..) I want to have my coffee.
07 B: Buy mine.
08 C: I don't want coffee. I had one just before. He is 빈대.
09 B: I will talk about my future after 20 years. Hum! I think I will get married and have three kids, and a beautiful wives.
10 A: Wives ? Wives? You said wives, how many?
11C: Haha, [Crazy!
12 B: Hush! I will be an architecture working at the Patterson Associates Ltd, working for a financially stout company so I will have very good salary. 재정이 훌륭한 회사! 봉급도 많고.
13 A: Hahaha, it's >mid-summer night's dream< (-) 한여름 밤의 꿈이야.
14 C: Yeah. That is everyone's dream.

5) Repetitive Function

The repetitive function of Code-Switching was only used 3% of the students in the group conversation. According to Flyman-Mattson and Burenhult (1999), repetition can be either partial or full to expand further information, but students tended not to provide further information, but to repeat the previously uttered sentences in a different code.

According to Eldridge (1996), a repetitive function is used when "messages are reinforced, emphasized, disagreed with or clarified where the messages have already

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been transmitted in one code but not understood" (p. 303). Just as Gumperz (1982c) identified the function of reiteration for checking understanding, student A and C repeated their words to check if other students knew the words, such as 'rural life', 'convenience store', or 'facilities' in 01, to emphasize in 03, and to expand further explanation in 04.

Example 5 RF: Students A, B, and C of CASE 1 (2;10;04)

01 A: Hey, I think city life is better than rural life. (-) Because there is no shop, restaurant, all the convenience store, any facilities. 편의점도 없고 상점도 없고, 식당도 없고 편리시설도 없고 노래방도 없고 (...)↓ Do you understand?
02 B: Yeah, mosquito and bugs and spider, oh it is terrible and snakes in the field. I hate snakes and bugs.
03 A: [Yeah snakes! I hate it, I hate it. 나도 싫어!
04 C: But fresh air, nature, relatives (:) Some people want to go back to countryside, right? Like my uncle. 우리삼촌은 몇 년 전에 내려가셨어!
Oh! I see. Yeah He went to 시골!
05 A: [Yeah, I know a similar case as well.

6) Communicative Function

The Code-Switching as a communicative function was considered as fulfilling the referential and relational functions of language that lead to effective communication. Figure 3 illustrates that the frequency of Code-Switching as a communicative function used by learners was 20%. Students tended to use Code-Switching as communicative strategies to ease communication by utilizing the shortest and easiest route, to negotiate for meaning, to communicate more effectively, and to establish goodwill and support.

As seen in Example 6, student A switched into Korean to use words he could not remember, which can be interpreted as the lack of linguistic fluency, in order to communicate in the easiest way in 02. To negotiate the meaning of 'vegan' with other students, student A and D also used Code-Switching respectively in 05 and in 11. In 10 it is A's support for student B's remark that she somehow justified eating meat.

Example 6 CF: Students A, B, C and D of CASE 5 (3;11;14)

01 A: In order to stay healthy, I rather eat vegetable more ↑ (..) and meat less.
02 I can reduce cholesterol by this way. I eat beans, 두부, (--) yogurt,↑ 당근,↑ Cucumber, etc.
03 B: [Tofu! (--) [Carrot!
04 A: because they all have necessary vitamin and protein. I also diet... ↓
05 그렇다고 (-) 100% vegetarian 은 아니에요. vegan 이던가? ↑ Is that right?↑ vegan?↑

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06 D: [Yes! vegan (-) I heard.
07A: I heard vegan is eating only vegetables. I just think about animals more recently.
08 I read books about the right of animals and if we have a right to choose animals (-) which one we can eat or which one not, I don't think we have that right.
09 B: Right, but I think we can eat fork, and beef and chicken...fish and so on.
10 A: 완전히 안 먹은 vege 도 있기는 하지만 어떤 사람은 좀 지나치다 싶어요. Too much strict. I think.
11 D: We have been eating for a long time and 길들여져 있다...? To that taste? So we cannot stop it.

3. Discussion of Results

The discussed data demonstrate significant descriptions of students' use of Code-Switching for the six functions in group conversations. In the described data, students clearly organized and enriched their speech through Code-Switching strategies, such as topic shifting, affective and socializing purposes, obviating difficulties caused by the lack of linguistic fluency, translating, repetition, and communicative purposes as follows.

a. To signal topic shift: Code-Switching can be considered as a tool to indicate topic shifting between the participants. The data illustrate that speakers code-switched either to level the rank or to wield power between the participants. In students' conversation, it is significant to observe the use of Code-Switching as a deliberate effort to avoid serious interruptions in conversation and to adhere firmly to the topic.
b. To signal affective and socializing language use: Studies have also shown that students tend to use Code-Switching to fill the gap in personal relationships by using affective language, such as "well-done," "great" and "good for you" etc. The data from this study also confirmed that students tend to switch to Korean for affective and socializing language use such as "ne mal matsi?" "gchi?," etc. The analysis shows that in such frequent use of Code-Switching for affective and socializing purposes, students switch back and forth between Korean and English to available terms in their linguistic repertoire.
c. To obviate difficulties caused by lack of linguistic fluency: A closer observation of students' Code-Switching data shows that Code-Switching is far from random. Students seemed to code switch to obviate difficulties caused by the lack of linguistic fluency. In this sense, Code-Switching in the developmental learning phase of students can play a role to prevent probable confusion in conversation.
d. To translate for emphasis: The translation function of Code-Switching is meant to

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attract listeners' attention, to emphasize the message, and to move the conversation forward. In this case, the switches occurred right after the previous utterance for which translation is necessary, a function which was used to reduce the burden of the TEE program.

e. To repeat for further clear information: Code-Switching was also employed either partially or fully to expand information clearly, and the formerly uttered sentences in different code were repeated to reinforce, emphasize, and clarify the message.

f. To convey communicative intension: Studies have presented the idea that students accommodate Code-Switching to take into account other interlocutors' linguistic factors, in order to diversify their speech for effective communication. The data show that Code-Switching is employed as a strategy to lower the language barriers in order to convey communicative intension due to the discrepancy in students' language competence.

V. CONCLUSION

In this study we have examined the significant patterns of Code-Switching functions in L2 learners' interaction. We have also looked at L2 learners' Code-Switching styles according to its different functions. This leads to the conclusion that students' behavior of Code-Switching is not unpredictable, nor is it considered as only a sign of linguistic deficiency. Rather, it is a negotiation between language use and the communicative intentions of the students in their learning phase and in their continual language development.

Code-Switching is employed through a variety of strategies to achieve successful communication in order to express a varied range of meanings for pragmatic purposes. As Myers-Scotton (1993, 1998) pointed out, the choices of Code-Switching in students' group conversation in the TEE program are not only for choosing content, but also for deciding on discourse strategies. Therefore, it would seem wise for English teachers to adopt a flexible attitude towards classroom Code-Switching as on one of the stages of the developmental continuum of language acquisition.

It is also noticed that students resorted to Korean for linguistic reasons, whether or not they lacked fluency or words to express themselves, i.e., they sometimes used Korean language to fill lexical gaps. From the observation of students' Code-Switching, it implies that English teaching research might go some way further in establishing which lexical items students feel in the early years of learning English. Code-Switching may additionally lead to corpus analysis to discover what the most common words in English are for the communicative needs and desires of university students. Although some of

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the linguistic Code-Switching happened after some hesitation and pauses, learners tended to use it as a common strategy among Korean speakers. Sometimes, learners presented a better explanation by code-switching to Korean when there was a plentiful supply of Korean-specific topics. In those cases, Code-Switching is a significant tool in making conversation live and making students more activated so that they become positive toward and active in using English.

Along the same line, the collected data show that Code-Switching highlights some cases when learners wanted to reinforce or reject what had already been said. We also found that learners resorted to Code-Switching to organize or structure a conversation.

In conclusion, this study underlines the reasons for the students' Code-Switching use and points out which functions are needed to cater to the students' needs for their communication. Hence, we suggest that Code-Switching should not be treated as simple errors of learners, but as a place in ESL methodology. Further research on Code-Switching may explore new dimensions for the better understanding of Code-Switching , which in turn will inspire positive impact on the TEE program.

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