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The Effectiveness of Code-switching and Identity Reconstruction*

Kyung-Ae Oh**
(Duksung Women's University)
Young Mi Kim***
(Duksung Women's University)

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The study aimed to determine the outcomes of one teacher's code-switching between Korean and English in a Teaching English in English (TEE) university class. Seventy-four female freshmen participated in class observations, a survey questionnaire, and interviews. The results were categorized into three parts: 1) instances of code-switching, 2) students' perceptions, and 3) the relationship between code-switching and students' identity reconstruction. The seven categories of code-switching were: 1) to build rapport between the teacher and students, 2) to assist group discussions, 3) as a repair strategy, 4) to teach bilingual terminology, 5) to disapprove students' behavior, 6) to announce important notices, and 7) to clarify the meaning of vocabulary. Students had positive perceptions concerning code-switching, in particular, content knowledge delivery and classroom management. More importantly, the teacher's code-switching influenced the students' self-identity. This finding implies that code-switching is an effective educational strategy that teachers need to apply based not only on the type of course and the students' English proficiency levels, but also on the students' cultural and social context where they construct their identity.

[Teaching English in English/English Medium Instruction/Code-switching/ students' identity]

I. INTRODUCTION

The aim of this study was to investigate the outcomes of one teacher's code-switching in

* This work was supported by a grant from Duksung Women's University.
** First author
*** Corresponding author

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a university teaching English in English (TEE) course. In order to narrow the gap between English teaching and learning, the concept of code-switching should be redefined. Until now, code-switching has often been perceived as a means of compensating for teachers' speaking deficiency and for students' listening deficiency (Crystal, 1987). From this perspective, the use of Korean in English as the Medium of Instruction (EMI) courses has become very limited. EMI courses have been expanding rapidly to follow the internationalization of higher education in Korea, and the courses require the teachers' use of English in order to expose students to a higher degree of English. As a result, code-switching is perceived as improper, and even more improper in a TEE class. Code-switching is widely considered as nonstandard in TEE situations because the maximum use of English is strongly encouraged in the class (Jungmin Ko, 2010).

In a TEE class, Non Native English Speaking Teachers (NNEST) are pressured to prove their English proficiency constantly, and their code-switching in the classroom is often regarded as resulting from speaking deficiency. Teachers' code-switching between Korean and English is, however, prevalent in many TEE courses. Code-switching is hard to avoid in many cases when a teacher and students share the same L1. This raises concerns regarding the degree of code-switching that should be permitted. Nevertheless, few studies have investigated what kind of outcomes can be expected when code-switching is permitted.

One of the advantages of having a bilingual teacher in a TEE class is to introduce an achievable role model to second/foreign language learners (Kirkpatrick, 2007). Having Native English Speaking Teachers (NEST) in an English classroom is similar to having a role model that they can never be because it is hard for an adult learner to acquire a native-like fluency. On the other hand, NNEST code-switching to L1 might be perceived as an achievable role model for learners and influence their identity. The present study, therefore, aims to investigate when a teacher code-switches to Korean and how students perceive code-switching in a university TEE class. The present study also examines the influence of a teacher's code-switching on students' identity.

II. LITERATURE REVIEW

1. Code-Switching and English Acquisition

While some perceive code-switching as language interference, some suggest that code-switching supplements speech. Crystal (1987) is one of those who view code-switching as a continuity in speech rather than interference. He suggests that code-switching occurs when a bilingual person alternates between two languages during his/her speech with

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another bilingual person. A bilingual is one who is able to communicate in a second or foreign language to a varying degree. According to Crystal (1987), code-switching occurs 1) when a speaker cannot express him/herself in one language and thus switches to the other to compensate for the deficiency, 2) when a speaker wants to express solidarity, and 3) when a speaker wants to convey his/her attitude to the listener. Thus, a speaker is able to increase the impact of his/her speech by using code-switching.

The positive perspective associated with code-switching also applies to language teaching. Johnson and Swain recommend L1 use in a late immersion program. According to them, "many explanations would be time-wasting if not impossible if restricted to the L2" (Johnson & Swain, 1994. p. 223). Li (2008) also indicates that the teachers' use of Cantonese in EMI lessons might 1) help clarify difficult concepts, 2) help introduce or consolidate students' bilingual lexicon, or 3) help build rapport by reducing social distance. Another study regarding teachers' code-switching reveals that code-switching serves methodological and social functions (Quian, Tian, & Wang, 2009); there is translation, clarification, highlighting, and efficiency for methodological functions, and praise, encouragement, and disapproval for social functions. Code-switching also repairs trouble or silence and is a strategy for teachers to adapt to students' English proficiency, teaching goals, and teacher roles in a university setting (Ustunel, 2004; Yang, 2004). Not only instructors but also students code-switch for various purposes. Linguistically, learners code-switched: 1) to signal topic shift, 2) to signal affective and socializing language use, 3) to obviate difficulties caused by lack of linguistic fluency, 4) to translate for emphasis, 5) to repeat for further clear information, and 6) to convey communicative intention (Eunjeo Kim & Hee Sook Choe, 2011).

Previous studies in Korea have revealed mixed results concerning code-switching from English to Korean. AeJin Kang (2008) points out the different situations between ESL and EFL. According to her, since learners in EFL situations have fewer opportunities for L2 use, EFL educators should ensure the maximum use of L2 in EMI courses. In fact, the participants of her study did not appreciate the use of L1, possibly due to the fact that their major was English education. Young-Ju Lee and Myungae Lee (2011) suggest the importance of a teacher's L2 use in a TEE class. In a TEE class, learners are exposed to an environment where English expressions are repeated, and they acquire English in a different way from the class where both English and Korean are used. These studies emphasize the instructor's use of English and view the instructor's code-switching as a hindrance to the learners' English acquisition.

On the other hand, some studies suggest that code-switching is indispensable in EMI classrooms. In her study conducted in a TEE course in middle school, Sung-Ae Kim (2002) found that instructors code-switched even when they had to use English, so she suggests that the English-only policy might not be realistic. Code-switching was also

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frequently observed in EMI courses in college level (Soyeon Kang & Heyson Park, 2005). Students in a university EMI content course perceived that mixed use of both English and Korean is better than English-only (Yung Suk Jung, 2007). Instructors' code-switching helps students to promote their lesson comprehension and resolve any ambiguity (Myonghee Kim, 2009; Taesun Yang, 2011). Instructors use code-switching as an efficient coping mechanism in EMI courses (Unkyung Maeng, Ho Han, Hyeonok Kim, Sungwan Kim; Kyung-Ae Oh, 2011). These suggest that deciding the appropriate amount of code-switching should be based on the students' English proficiency levels (Jungmin Ko, 2011; Min-Hie Yun, 2009).

However, it is hard to generalize because it is difficult to compare the results of these studies without considering the types of course. In other words, the primary purpose and functions of code-switching might be different depending on two different types of university EMI course: teacher-fronted content courses, and English courses. The type of course is an important factor to investigate the outcome of code-switching. A study conducted in secondary school in Malaysia suggests that code-switching is necessary to ensure students' lecture comprehension in teacher-fronted science courses. In language courses, code-switching is used for personalization to build rapport with the students (Then & Ting, 2009).

This brief literature review has revealed the on-going debate about the effect of code-switching. While some consider that code-switching in language courses interferes with students' second or foreign language acquisition, some studies reveal that code-switching could be necessary even in language courses. Thus, it is essential to study the outcome of code-switching based on the type of course and level of education in Korea to investigate when and how much L1 should be used (Young-Ju Han, 2007).

2. Code-switching and Identity

This study not only focuses on the effect of code-switching but also on the influence of an instructor's code-switching on students' identity. Studies on code-switching recently have included more attention on identity since poststructuralists insist that the use of language can influence our self-identity. Research into the effect of code-switching on one's identity has highlighted the significance of the learners' social, historical, and cultural contexts in their language learning. In particular, research has examined how the choice of one language over another illustrates the learners' negotiation of self-identities (Milroy and Muysken 1995; Alvarez-Cáccamo 1998, 2000) and this choice provides clues as to the shifting of the speakers' identities construction. For as Gumperz (1982) points out, one function of code-switching is to provide contextualization cues.

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> Code-switching signals contextual information equivalent to what in monolingual settings is conveyed through prosody or other syntactic or lexical processes. It generates the presuppositions in terms of which the content of what is said is decoded. [Gumperz 1982:98]

Code-switching not only provides a means for speakers to signal how utterances are to be interpreted but also presents information about the speaker's current identity. It might provide clues about shifts in the speakers' identities or about the process of identity construction in a certain context.

In this study, the definition of the term 'identity' is based on a poststructuralist point of view. First, 'identity' is not a fixed entity that exists permanently as 'an individual self' but is multiple (Norton, 2010). Second, identities are fluid and changing constantly. In the context of a foreign language classroom, a learner's identity might change according to the development of the learner's target language proficiency. Third, identity is defined as 'a site of struggle' and one's social environments contain the reasons for this struggle in a person's identity construction (Fairclough, 1992; Gee, Hull, & Lankshear, 1996). In other words, identity is recognized as being not only unstable but also as being fragmented and even conflicting.

Heller (1992) defines code-switching as a political strategy because languages are associated with idealized situations and groups of speakers. The use of more than one language "permits people to say and do, indeed to be two or more things where normally a choice is expected" (Heller 1988:93). She explains the concept of the political strategy by uniting Bourdieu's (1977) concept of symbolic capital with Gumperz's (1982) discussion of verbal repertoires. Gumperz points out that dominant groups rely on norms of language choice to maintain symbolic domination, while subordinate groups may use code-switching to resist or redefine the value of symbolic resources in the linguistic marketplace.

Similarly, for EFL learners, classroom practices can be factors encountered during their struggle since identity is defined as a site of struggle. Canagarajah (2004) shows that undesirable classroom practices lead students to resist the way they are positioned by these classroom practices in innovative and unexpected ways. He explains how language learners can maintain membership in their vernacular communities while still learning a foreign language. Language learners are sometimes ambivalent about learning a foreign language, and they sometimes turn to surreptitious literacy practices to form "pedagogical safe houses" by code-switching in their language classroom (p. 120). Canagarajah views this as a type of resistance to adverse identities forced on these learners. However, simultaneously, these "safe houses" become sites of identity construction, enabling students to negotiate the often opposing tensions they come up against while they are members of diverse communities (p. 121). Young Mi Kim (2008) also discusses the

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resistance of young Korean learners through code-switching as seen in their uneasiness and potential alienation which results from the introduction of English and its foreign discourses and cultural values, a foreign teacher, and their teacher's use of the communicative style of teaching.

This literature review has revealed that code-switching plays an important role in foreign language acquisition and also is related to the identity of the foreign language learners. Much research that examines the use of code-switching in EMI courses and the relationship between code-switching and identity has been conducted. However, an instructor's code-switching in a TEE course and the influence of code-switching concerning students' construction of identity has rarely been studied. The present study attempts to address these gaps by closely examining the instances of an instructor's code-switching, students' perceptions, and the relationship between code-switching and students' identity.

1. In what occasions does an instructor code-switch to L1?
2. How do the students perceive the instructor's code-switching with respect to content knowledge delivery and classroom management?
3. To what extent is the code-switching beneficial to the students?

III. METHOD

1. Sources of Data

The data were collected from two TEE classes at one university located in Seoul in the first semester of 2012. The course was a mandatory freshmen English course, which the participants took three hours per week. It consisted of one hour of the speaking and writing session by with one NEST and a two-hour reading and listening class with one Korean NNEST. Korean teachers taught each reading and listening for an hour. The class began with a short vocabulary study such as matching definition or fill in the blanks, and students were encouraged to work on their own through various activities and skills to find main ideas and details in both reading and listening. Students often had an opportunity to present the results of group discussion through writing or speaking. However, only data from the two-hour reading and listening class was used in this study to investigate the outcome of TEE classes taught by NNEST. There were four levels in the program, but the data were collected only from the lowest level because the majority of the freshmen took the level.

It was the first attempt to use EMI in this English program at the university. The instructors were encouraged to use English in a maximum way throughout the lesson but

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were allowed to use Korean before and after the class and when it was absolutely necessary.

The two classes in which the study was conducted were taught by one NNEST. The Korean NNEST had previous experience teaching TEE classes, and she was also an advocate of world Englishes, which accepts Konglish as a diversity of English. Thus, she was relatively comfortable using English as a medium of instruction. However, it was her first semester teaching at the university so she was not accustomed to the students' English proficiency levels and expectations. Seventy-four female students participated in the study: 36 in one class and 38 in the other. The participants consisted of 35 freshmen majoring in Korean language and literature, 35 majoring in computer science, and four students (two sophomores and two seniors), with majors of visual design, international business, food science, and marketing. Thus, 95% of the participants were freshmen. Each class met for two hours once per week. One class met from 9 am to 11 am on Wednesdays, and the other met from 1 pm to 3 pm on Fridays. The participants were taught one hour of reading comprehension and one hour of listening comprehension in English.

2. Data Collection and Analyses

The data for the study were collected using both quantitative and qualitative methods. The quantitative data were collected using a questionnaire survey. The qualitative data were collected using interviews and class observation.

A 28-item Korean questionnaire was used to investigate the students' perceptions about the instructor's code-switching. The questionnaire examined three topics: 1) general perceptions regarding the instructor's code-switching, 2) effectiveness of code-switching regarding content delivery and classroom management, and 3) other detailed opinions about code-switching. To determine the participants' English proficiency, mock-up TOEIC tests were administered twice on campus. The questionnaire was anonymous, so 61% of the participants voluntarily indicated their mock-up TOEIC score. The average of TOEIC score was 565 out of 990. Five-point Likert scale questions ranging from 1 (strongly disagree) to 5 (strongly agree) was used with the exception of the last part. The participants were asked to rank from one (highest priority) to seven (lowest priority) to indicate their preferences on code-switching instances in the last part. The questionnaire was administered by one researcher at the end of the semester. To obtain reliable data, the researcher explained carefully how to respond to the question items.

The data from the survey questionnaire were coded in an Excel file and analyzed using SPSS. First, the reliability in two sections was examined using Cronbach's Alpha. Cronbach's alpha coefficients were .83 for the section *Content Knowledge Delivery* and .73 for the section *Classroom Management*, which confirmed the reliability for the two sections. Cronbach's Alpha was not conducted in the other sections because the items in

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these sections did not require consistency so the mean scores were not used. The descriptive statistics and the Pearson product-moment correlation were used to analyze the questionnaire.

For collecting qualitative data, interviews were conducted immediately after the completion of the semester. Interviews allow the research to obtain the unique insights that the quantitative data alone cannot provide. The researcher can investigate the interviewees' self-reported perceptions by conducting an interview (Mackey & Gass, 2005).

The researchers took a precaution to obtain reliable interview data. Interviews were conducted by the researcher who did not teach the course for students to feel comfortable to talk about their experiences in the class. Eighteen students participated in the interviews. The interviews were administered in a form of group interviews several times in three days The groups comprised of two focus groups of the classes where the class observation and survey questionnaire were administered. The members of the focus groups were chosen based on their English proficiency and class performance. The members of the third groups are from other classes to obtain various responses.

The interview was semi-structured and conducted in Korean. The researcher first asked about their personal background such as previous experience of TEE in high school, and their majors. Second, the interview participants were asked their general opinions on the TEE class that they had taken. Third, their perceptions concerning the instructor' code-switching were asked, and last, the researcher asked if there were any problems or parts needing improvement. Data from the students' interviews were obtained and analyzed as follows. First, the researcher recorded the interviews with the consent from the participants. Second, the researcher wrote the background information of the participants and made notes of important points. Third, the researcher replayed the recording with the reference of the notes in order to mark the categories. Fourth, some of the recordings were selected for the purpose of in-depth analysis. Last, the recordings were transcribed and translated into English. The notes were checked by the other researcher for their accuracy.

For the class observation, 10 weeks of lessons were videotaped and analyzed. Videotaping is an effective research method in the field of second language acquisition (Dufon, 2002). In the classroom environment, linguistic data can be obtained by audio or video recording. The video recording provides nonverbal data, in addition to verbal data, which audio recording cannot capture (Mackey & Gass, 2005). To analyze the data from videotaping, 40 hours of videotaping was reviewed. Then the similar instances were categorized. The instances of code-switching were scrutinized based on the categories, and the conclusions were drawn.

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IV. RESULTS AND DISCUSSION

The findings of this investigation into the adaptation of code-switching in TEE courses were three fold: there were seven different instances of the instructor's code-switching; the students' perception of the instructor's code-switching was relatively positive, although the course was managed under TEE curriculum; the students' preference for the instructor's code-switching reflected the students' negotiation of their self-identities in the specific social and cultural context. Especially the students' English proficiency was the key factor in preferring the instructor's code-switching in the classroom.

1. The Instances of Code-switching

The analysis of the results from the class observation showed that the instructor mostly used EMI but did use Korean occasionally. The instances of code-switching were further categorized into seven different categories in general. First, code-switching occurred when the teacher attempted to build a rapport by sharing personal stories and making jokes. She used Korean to tell the stories, and students appeared to pay more attention. The excerpt below is from the lesson related to the subject, "color".

Instructor: *Did I tell you about my niece? Did I tell you about my pink-sooni niece? Her curtain beads are made of pink character "princess, princess, princess", her key chain is pink heart with "princess" written on it. I thought she would be OK when she grew up. She was like that since a little baby... [trans.]*

Students: *(laugh)*

When brainstorming the effect of color, the instructor mentioned about her niece who loves pink. She stepped down from the podium when sharing a story in Korean, and students nodded while listening to her story and ended up laughing. The use of a personal story and the action of stepping down from the podium reduced the social distance between the instructor and the students.

Second, although EMI was used, Korean was used as a second medium when the teacher walked around the classroom to assist the group discussion. In many EMI courses, English is used for the lecture and presentations while Korean is for discussion and small group activities (Soyeon Kang & Hyeson Park, 2005).

Student: *선생님, 이거 뭐 하는 거예요? (Teacher, what am I supposed to do?)*

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Instructor: *Topic sentence 어딨어? 각 문단 앞부분, 뒷부분, 가운데 skimming. 그렇지요? 그럼 이 문단의 topic sentence는 어디에 있을까? (Where is a topic sentence? First part, last part of each paragraph, and skim the middle part, right? Then where is the topic sentence in this paragraph?)*

When one student raised her hand and asked a question while the instructor was circling the groups, the student asked a question in Korean and the instructor answered it in Korean as well. Considering the level of the students, the students often used Korean for group discussions in spite of the teacher's constant encouragement to use English. When the teacher was not in front of the classroom, code-switching was reciprocal. That is, the teacher answered the students' questions in Korean often when they asked the questions in Korean.

Third, code-switching was used as a repair strategy, in particular, when students did not understand the direction of classroom activities. In other words, the teacher tended to use Korean to the whole class when a student needed clarification for performing classroom activities. The following excerpt presents an example of a repair strategy when other strategies were not successful:

Instructor: *What you need to do is read the title. You know what the title is, right? And there are actually subtitles. Do you see the words in bold? You know "bold"? The thick one? "What does the color make you think?" It's in bold. It's written in bold, right? And there is a picture too. So what you need to do right now is, read the title, read subtitles, look at the pictures, OK? I'll give you 30 seconds. Do you know what you need to do?*

Students: ……

Instructor: *Do you want me to explain one more time?*

Students: *Yes.*

Instructor: *OK. (The instructor began to explain the direction in Korean one more time).*

In the above excerpt, the instructor wanted her students to read the titles and subtitles and look at the pictures quickly, but the students did not appear to have understood the word, "subtitle". She tried to repeat the communication using various techniques such as substituting it with a different word, giving an example, and summarizing. When none of those worked, she explained the direction in Korean. The excerpt shows that when other alternatives were not successful, code-switching was an effective repair strategy in an EMI class. Yet, the results are in contrast with those of some previous studies. According to

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Young-Ju Lee and Myungae Lee (2011), EMI is a good way to initiate verbal scaffolding because the instructor reconstructs the sentence structure based on the learners' English proficiency level. The previous excerpt indicates that such verbal scaffolding might not effectively take place in an EMI class. According to Then and Ting (2009), in circumstances where students' proficiency in the instructional language is lacking, code-switching is necessary for teachers.

Fourth, code-switching occurred when the teacher wanted students to acquire particular terminology. For instance, the teacher said "part of a speech" or "phonetic alphabets" first in English and repeated them in Korean, "품사" or "발음기호" immediately. Although those meta languages were not the target words for the lesson, the instructor appeared to have made the students familiar with the terms. As shown in a previous study, the strategy is effective for students to acquire target words (Jungmin Ko, 2011).

Fifth, the teacher used Korean when she disapproved of the students' behavior or called attention. When students exhibited disapproved behavior such as chatting or sleeping, the teacher often used Korean to get more attention. The instructor called the particular student's name in Korean and asked her to stop chatting or sleeping. This is an example of the teacher's strengthened authority using L1.

Sixth, when the teacher made an important announcement such as tests or reports, she explained them in Korean again.

Instructor: *You have to remember the date, time, and the classroom (for the mid-term). It'll be easier for to remember because it's the same classroom. Please prepare for the midterm this weekend, a little early, because I won't be able to answer your questions right before the midterm. We don't have class.*
아까 한말 뭐예요? 공부를 미리 하셔야 합니다. 그 전에 월요일에 수업없지요? 다음주 금요일은 LC 시험을 봅니다. 시험문제 유형은 main idea와 detail이 나올겁니다. Unit 1과 Unit 2. 안배운데서 3문제가 나올 겁니다. (What have I said? You have to prepare a test in advance. There isn't a class on Monday before the exam, right? There is LC test next Friday. The types of questions are main ideas and details.)
Any questions about listening test?

On the data from the videotaping, the instructor first wrote the announcement about the reading comprehension midterm on the board and explained it. Then she repeated her intention one more time in Korean and moved on to announcing the listening comprehension midterm in Korean. Presumably, the students might be confused with both

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tests because students take listening and reading tests separately, so she appeared to make sure that students understood it by using Korean.

Seventh, the teacher gave a Korean translation of key vocabulary at times. Students appeared to grasp the notion more quickly when the teacher gave the Korean translation instead of giving examples or explanation in English. For example, when the term "civility solution" appeared in the text, she asked whether students knew the word, "civility". She gave the Korean translation "예의범절" when the students indicated that they did not know the word.

This categorization of the instances of code-switching in a TEE class into seven different categories expands Crystal's concept (1987), which perceives code-switching as a means of overcoming linguistic deficiency and representing solidarity and attitude, and elaborates how an instructor's code-switching to L1 is used in EFL situations. The next section elaborates on the students' perceptions concerning code-switching.

2. Students' perceptions on code-switching

Students' perceptions were sought by survey questionnaire analysis and interview data analysis. TABLE 1 below summarizes the results of the first section of the survey questionnaire, which indicates the participants' general perceptions regarding the use of code-switching.

TABLE 1

General perceptions regarding the instructor's code-switching

Instructor's Code-switching	5	4	3	2	1	M	SD
The Instructor has used code-switching to teach a TEE course effectively	11 (13.8)	38 (47.5)	17 (21.3)	5 (6.3)	0 (0)	3.77	.80

Note 1. 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

Note 2. The numbers in parentheses indicate percentages.

The participants showed relatively positive perceptions concerning the instructor's code-switching (M=3.77). According to TABLE 1, more than 60 percent of the participants believed that the instructor's use of code-switching was effective, and no student strongly disagreed with the statement. The results suggest that code-switching was an effective method for teaching a TEE course.

The second and third sections revealed the effectiveness of code-switching with respect to content knowledge delivery and classroom management. In light of content knowledge delivery, the participants also found code-switching helpful. TABLE 2 below exhibits the results of the three items in the second section.

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TABLE 2

Content Knowledge Delivery

Content knowledge Delivery (M=3.97)	5	4	3	2	1	M	SD
1. The instructor helped us understand better difficult vocabulary by explaining in Korean.	12 (15.0)	48 (60.0)	10 (12.5)	1 (1.3)	0 (0)	4.00	.61
2. The instructor clarified the confusing concept by explaining it again in Korean.	12 (15.0)	39 (48.8)	10 (12.5)	2 (2.5)	0 (0)	4.08	.73
3. The instructor emphasized the important part in Korean so that the students remembered it.	13 (16.3)	39 (48.8)	13 (16.3)	5 (6.3)	1 (1.3)	3.82	.87

Note 1. 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

Note 2. The numbers in parentheses indicate percentages.

The results presented in TABLE 2 indicated that 75 percent of the participants agreed or strongly agreed with the statement, *The instructor helped us understand better difficult vocabulary by explaining in Korean.* More than 60% of the participants also agreed or strongly agreed that code-switching clarified difficult concepts and helped them remember the content. The interview results also revealed that the instructor explained some difficult parts in Korean, and the participants appeared to be satisfied with it.

S1[*]: *When we didn't understand something, the teacher asked if we wanted her to explain in Korean. She also answered in Korean when a student asked a question in Korean*

S2[**]: *It (code-switching) was accurate. When it (content) was hard to understand, code-switching was effective. Foreign teachers explained it in a complicated and a long way, so it was still confusing after I asked a question. I think code-switching was more effective [trans].*

When asked about code-switching, S1 answered that the instructor code-switched to Korean for the purpose of clarification. S2 stated that a class with a Korean instructor was more effective than that with a foreign instructor because the Korean instructor could effectively clarify the confusing part in Korean. L1 is known to be helpful in the learning process because student ambiguity is reduced with an NNEST instructor (Taesun Yang, 2011). The results of descriptive statistics and interview analysis showed that code-

[*] Korean literature major interviewed on June 14
[**] Computer engineering major interviewed on June 21

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switching is an effective method in content knowledge delivery, and the results were in line with those of previous studies (Myunghee Kim, 2009)

With respect to the effectiveness of code-switching for the instructor to manage a classroom, the participants exhibited a positive attitude. The details are presented in TABLE 3.

TABLE 3

Classroom Management

Classroom Management (M=3. 87)	5	4	3	2	1	M	SD
1. The instructor made the students pay attention by using Korean. Ex) disapproving students' behavior.	9 (11.3)	39 (48.8)	18 (22.5)	4 (5)	1 (1.3)	3.72	.81
2. The instructor used Korean as a time management tool when time was not enough.	8 (10.0)	16 (20.0)	26 (32.5)	18 (22.5)	2 (2.5)	3.14	1.02
3. When students did not understand the direction, the instructor made the classroom activity easier by explaining the direction in Korean.	12 (15.0)	45 (56.3)	14 (17.5)	0 (0)	0 (0)	3.97	.61
4. The instructor used Korean when talking about personal stories or making jokes to get students' attention.	19 (23.8)	41 (51.2)	9 (11.3)	1 (1.3)	0 (0)	4.11	.67
5. It is better that the instructor used Korean when assisting group activities or answering questions because it is faster.	16 (20.0)	34 (42.5)	19 (23.8)	2 (2.5)	0 (0)	3.90	.78
6. It is better that the instructor used Korean to make an announcement such as test or homework.	36 (45.0)	25 (31.3)	11 (13.8)	0 (0)	0 (0)	4.35	.74

Note 1. 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree
Note 2. The numbers in parentheses indicate percentages.

According to the results presented in TABLE 3, the participants wanted the instructor to use Korean when the instructor made an announcement related to their grades (statement No. 6, M=4.35). Code-switching to Korean was also well perceived by students when the instructor told jokes (statement No. 4, M=4.11). Since jokes are hard to comprehend when L2 is used, switching to L1 was more effective.

Supporting classroom activities in Korean yielded positive results with scores of 3.97 for the explanation of the direction (statement No. 3) and 3.90 for assisting group activity (statement No. 5). Code-switching to Korean when disapproving a certain behavior often occurred (statement No.1, M=3.72). In sum, code-switching was an effective classroom

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management technique according to the descriptive statistics. However, code-switching was not used as a time management tool; only 30% of the participants agreed or strongly agreed with statement No. 2, *The instructor used Korean as a time management tool when time was not enough.* This result is in line with the results from the class observation since code-switching was hardly used for time-management.

The fourth section of the survey questionnaire concerned the students' opinions about code-switching. TABLE 4 summarizes the opinions.

TABLE 4

Students' Opinions Concerning the Instructor's Code-switching

Students' Opinions	5	4	3	2	1	M	SD
1. I prefer the instructor's code-switching than English alone.	13 (16.3)	28 (35.0)	20 (25.0)	9 (11.3)	2 (2.5)	3.57	1.02
2. The instructor's code-switching decreased my anxiety and pressure.	13 (16.3)	41 (51.2)	14 (17.5)	4 (17.5)	0 (0)	3.88	0.77
3. The instructor's code-switching helped me to participate in class actively. Ex) group discussion/asking questions.	7 (8.8)	33 (41.3)	29 (36.3)	3 (3.8)	0 (0)	3.61	.72
4. The instructor's code-switching made the instructor and us closer and helped us build rapport.	12 (15.0)	33 (41.3)	24 (30.0)	3 (3.8)	0 (0)	3.75	.78

Note 1. 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree
Note 2. The numbers in parentheses indicate percentages.

The results in TABLE 4 indicated that more than 50% of the participants preferred the instructor's code-switching to Korean. Second, more than 66% of the participants believed that the instructor's code-switching decreased their anxiety and pressure in a TEE course. Third, more than half of the participants agreed or strongly agreed that code-switching helped them participate more in class. Fourth, more than 56 % of the participants found that code-switching built rapport between the instructor and themselves. The results from the classroom observation also support the results from the questionnaire analysis. In the data from the class observation, the quantitative data support that code-switching is similar to social code-switching. Code-switching is a common strategy to establish a relationship between the speakers and also strengthen the solidarity. The instructor's use of code-switching in a TEE class also builds rapport by reducing the distance between the instructor and the students.

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3. The relationship between code-switching and identity

1) Code-switching and identity construction

The students' preference for the instructor's code-switching reflects the students' negotiation of their self- identities in the specific social and cultural context. The responses of the present study participants about the use of their teacher's code-switching related to their identity negotiation were not as positive as the other variables, as shown in TABLES 4 and 5.

TABLE 5

Students' Reaction Concerning the Instructor's Code-switching Related to their Identity

Students' Opinions	5	4	3	2	1	M	SD
5. The instructor has become a bilingual model for my future.	5 (6.3)	22 (27.5)	28 (35.0)	12 (15.0)	5 (6.3)	3.14	1.01
6. The instructor's code-switching contributes positively to my identity as a Korean.	2 (2.5)	11 (13.8)	33 (41.3)	20 (25.0)	2 (2.5)	3.04	.74

Note 1. 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree
Note 2. The numbers in parentheses indicate percentages.

The two statements 5 and 6 regarding the instructor's being a bilingual model for students (statement No. 5, M=3.14) and the instructor's helping the students have a positive Korean identity (statement No. 6, M=3.04) revealed relatively low satisfaction in contrast with items 1 to 4 in TABLE 4. Although the mean scores were still high, less than 35% of the participants agreed or strongly agreed with the instructor's being their bilingual model and only 16% of the participants agreed or strongly agreed that the instructor's code-switching was a positive contribution to their Korean identity.

Under the TEE curriculum, the participants had already assumed that using Korean was not encouraged and, thus, a bilingual might not have been the role model. That is, the only successful model for the participants might have been the fluent English speaker. Respectively, most participants were not aware of the relationship between the choice of language and identity. The weak relationship code-switching and identity formation as shown in TABLE 5 was somewhat understandable. The rationale is supported by the in-depth analysis of interviews: when the two questions were rephrased and explained in detail, the participants responded in a different way.

Nine out of eighteen students reported that the instructor's code-switching contributed to their positive identity as Koreans and therefore the instructor became a positive bilingual

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model. When the researcher interviewed the students, she encouraged them to think about whether the instructors' code-switching influenced their point of view about English. S6 and S7 stated that they learned about the importance of general communication skills rather than knowledge of pronunciation in their English course. This indicates that the students not only learned English but also shifted their way of thinking about learning English though the lesson. By extension, therefore, the choice of language policy and the flexibility of received pronunciation in the English classroom influences students to reconstruct their self-identities, both unconsciously and consciously.

S6[*]: *After taking this class, I got to know that the pronunciation did not have to be perfect. It doesn't have to be perfect. Communication is more important as long as I can express myself well.*

S7[**]: *I really liked it when the teacher said we did not have to stick to one kind of English. She talked about Chinglish, Singlish, and she said she loved Konglish. She was so proud of her Korean accent. She said we didn't have to be like natives. I felt more comfortable speaking in English after that. If I listen to English all the time, I can't concentrate well. But when I heard Korean from time to time (during class), it helps me. There are also things that only we can share in the Korean language [trans.].*

In the above excerpt, the student 7 was very impressed when the English instructor explained about world English dialects rather than emphasizing authentic English. It tells us that the students had been overwhelmed by the superiority of the English-only policy and the fallacy of the superiority of NESTs. It even made them think about the previous situation critically. When they took a 'Dormitory English' course in which they had to stay in a school dorm for two weeks taking intensive English courses from NESTs, they often had problems with concentrating and understanding. When she took a TEE course with a Korean instructor, however, she felt more comfortable with her own accent. It shows how the student redefines the value of symbolic resources, which are English and NEST in this specific situation.

The statement by S7 indicates the struggle undergone by the students over their identities. She was struggling to define herself, especially whether she is one of the members of the community of English users or an outsider. When she perceived the instructor's discussion about world English dialects, S7 was surprised with the instructor's positive comments regarding Konglish. The possibility that she could be a member of a

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[*] Computer Engineering major interviewed on June 21
[**] Korean literature major interviewed on June 21

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community of English users and her restructured self-identity influenced changes in her perceptions toward her own accent. The temporal result of her struggle with self-identity was that she gained a positive image of her own accent and was able to speak in English more freely. Finally, she became a member of a community of English users, which increased her intrinsic motivation for learning English. Intrinsic motivation is one of the most important factors in successful English learning. Research data show that changes in students' identity raise their intrinsic motivation.

The data from the survey about the extent to which code-switching should be used in the TEE class indicated that over three-quarters of the participants preferred code-switching from 10 to 30 % of the time. This implies that they have ambivalent identities toward English. Although they knew and admitted the importance of learning English so that they might admit TEE methodology, there was also some resistance to English, as shown by their preference for the instructor's code-switching. They preferred the instructor's use of code-switching so as to avoid the potential alienation that results from powerful English discourses.

*S3**: *It is more fun when an instructor switches to Korean. Because I can't understand the jokes in English, Korean is better than English (when making jokes).*

*S4***: *English jokes are not much fun. Also, if an instructor chides us in English, I don't think we will take it seriously.*

*S5****: *When a teacher explains homework, I would prefer her to speak in Korean. I also want to speak in Korean during the break because I want to ask questions that I don't know [trans.]*

These comments illustrate the importance of not only avoiding the potential alienation that results from powerful English discourses in the classroom but also the disadvantages of instruction-related announcements and homework. The use of code-switching for announcements related to homework or exams presents students with clearly understood directions. Without such clarity, the less proficient students had to ask other students for clarification, which revealed their lower proficiency and an English identity that could cause them humiliation among their classmates.

2) English proficiency and code-switching preference

In the foreign language classroom, a learner's English proficiency can be a factor used to

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* Information Statistics major interviewed on June 14
** Computer engineering major interviewed on June 21
*** Computer engineering major interviewed on June 21

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renegotiate their identities since identities are defined as fluid and changeable depending on the social situation. English takes a role as symbolic capital (Bourdieu, 1977) in this classroom. It is a crucial factor for a learner to gain power among other students. Since the course was managed in English-mediated instruction, the proficiency of English was the key factor to control class power structure among the students and the teacher.

However, the learner's English proficiency depends on the context: it may be high in one classroom but low in a general context such as overseas travel or study. As a result, the students' identities can be constantly changing and even contradicted in different social situations.

For example, the positive correlation among the students between high English proficiency and a preference for English use by the instructor showed that their identity was more attached to English than code-switching because they could maintain symbolic power with competition among students in the classroom. However, in her interview with the researcher, S7 showed her contradicted identity despite her high English proficiency. As Gumperz (1982) pointed out, students use the concept of code-switching as a political strategy so that even one person can have a different preference for the instructor's code-switching depending on how the person identifies herself or her proficiency in a certain context.

The Pearson Correlation presented in TABLE 6 reveals the significant relationship of the participants' English proficiency with a few of the variables in the data.

TABLE 6

Correlation

Effects of Code-switching	English Proficiency
Vocabulary Learning	-.05
Clarification for Content Learning	.02
Emphasis on Important Content	.24
Disapproval of Students' Behavior	.05
Time Management	.02
Activity Direction	.15
Personal Stories or Jokes	-.05
Assist in Group Activities	.00
Announcement	-.13
Code-switching in more Fun	-.27
Less Anxiety	**-.49****
More Class Participation	**-.39****
Building Rapport with the Instructor	**-.33***
Bilingual Role Model	-.11
Positive Effect on my Identity as Korean	**-.32***
More English Use of the Instructor	**.33***

* $p<.05$ (2-tailed) **$p< .01$(2-tailed)

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In general, the participants' English proficiency was significantly correlated with anxiety, class participation, building rapport with the instructor, a positive effect on their Korean identity, and more English use by the instructor. The significant negative correlation with the four predictor variables indicates that the participants with lower English proficiency found the instructor's code-switching to Korean helpful for these variables. The participants' English proficiency exhibited a significant positive correlation with their preference for the instructor's English use.

The study results suggest that code-switching is more than simply a cue to indicate the deficiency of low English proficiency students. Rather, it reveals the students' identity as English learners in a particular TEE classroom. This implies that instructors need to apply code-switching based not only on a certain type of a course and English proficiency levels but also on students' cultural and social context where they construct their identity.

V. CONCLUSION

The present study examined the outcomes of a teacher's code-switching in a university TEE class. The results of quantitative and qualitative analyses supported the following three major outcomes. First, seven code-switching instances were identified: 1) building rapport, 2) assisting group discussion, 3) repair strategy, 4) teaching bilingual terminology, 5) strengthening authority, 6) announcements, and 7) vocabulary learning. The results indicated that the instructor's code-switching served an important purpose in the TEE course in university. Code-switching was used quite often and strategically incorporated into the lesson. Sharing personal stories or jokes in L1 with the students helped build rapport with them and maintained student attention during the lesson. In addition, the teacher's immediate code-switching after the introduction of certain terminology uncovered the ultimate goal of EMI. Taking the sociofunctional approach to language acquisition, the use of code-switching is determined by societal needs. Providing a Korean description right after the English version, although students did not appear to have a problem understanding the English terminology, suggests that the goal of TEE is to develop students capable of becoming successful bilinguals in a given context.

Second, students were relatively positive about the effectiveness of code-switching for content knowledge delivery and classroom management. The results are contradictory with the "English-only" policy in many EMI classrooms. Since EMI is becoming increasingly popular in Korea, L1 use in EMI courses is viewed as a hindrance to acquiring English proficiency. L1 use in a TEE course is considered to be more negative because the ultimate goal of TEE is to increase students' English proficiency. Some of the previous studies also support this argument. L1 use in EFL situations reduces students' exposure to the authentic

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use of English (AeJin Kang, 2008). Young-Ju Lee and Myungae Lee also suggest that English-only policy helps students become familiar with instructional language related to classroom management and homework (2011). Interaction between the instructor and students will enhance negotiation of meaning, and students might be able to acquire the target language by being exposed to the environment where the English expressions are repeatedly used.

However, the results of the present study are in line with the other studies that imply code-switching is one of the processes of development in the language learning continuum (Canagarajah, 1999; Swain, 1993). More factors are involved in second language acquisition in the language classroom than merely exposing learners to the target language. Learners should grasp the content so as to be able to process the input from the instructor. If code-switching, therefore, helps instructors deliver the content, it may contribute to language acquisition. In addition to content knowledge delivery, classroom management is also an essential element to ensure a good learning atmosphere. Code-switching is useful for classroom management and helps students participate in class more actively. Because students are aware that they can ask assistance in Korean, they are able to participate in group discussions and other activities in a more active way. Thus, an instructor is able to manage the class more effectively and create a better learning environment.

Third, code-switching was an influential factor for students to reconstruct their identity. While an English-only policy excludes less proficient students from powerful English discourse in a TEE class, the teacher's code-switching includes them as insiders. Students become nervous in EMI classes because they are forced to listen, read, speak, and write in English, which is not their first language. Seven students reported that the EMI class with Korean NNEST was better than the English class with NEST because the students knew that they could rely on the same language background. The strength of NNEST is related to their ability to code-switch when necessary (Taesun Yang, 2011). In addition to lowering students' anxiety level, code-switching was helpful in offering the students a successful bilingual model and contributing to their positive identity as a Korean. The in-depth analysis of the interview data indicated that the participants came to be more comfortable with their own accents and wanted to be like the bilingual instructor.

The study findings suggest that code-switching is not a symbol of a teacher's English deficiency but can be utilized for educational effectiveness with respect to content knowledge delivery and classroom management. Furthermore, the instructor should be aware that code-switching affects students' identity reconstruction in cultural and social contexts. The findings, however, would have been more generalizable if the study had included more participants across different disciplines from more universities. Nevertheless, despite these sampling limitations, most of the results compared well with previous research.

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APPENDIX A
대학영어강의 수강에 관한 설문조사

본 설문지는 학생 여러분이 대학영어강의를 수강함에 있어서 개선안을 만들기 위해서 개발되었습니다. 아래의 각 항목을 읽고 해당하는 난에 V표 하세요. 여러분의 성실한 답변 부탁드립니다.

*** 해당항목에 표시해주세요**

1. 현재 몇 학년입니까?
   1학년 ( ) 2학년 ( ) 3학년 ( ) 4학년 ( )
2. 전공과목은 무엇입니까? (학과)
3. 본인의 모의토익 성적은 몇 점입니까? ( )
4. 영어권 국가에 체류하신 적이 있습니까? 있다면 얼마 동안 체류하셨습니까? ( )

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I. 교수의 영어전용 수업 중 한국어 사용	매우 동의함	그렇다	보통	아니다	전혀 아니다
1. 교수는 한국어를 적절히 혼용하여 영어전용수업이 효율적으로 운용되게 하였다.					
II. 교수의 영어전용 수업 중 한국어 사용과 교육효과	매우 동의함	그렇다	보통	아니다	전혀 아니다
1. 교수는 어려운 단어의 뜻을 한국어로 말함으로써 이해를 도왔다.					
2. 교수는 학생들이 혼돈 하는 내용을 한국어로 다시 설명함으로써 강의내용을 명확히 했다.					
3. 교수는 중요한 내용을 한국어로 강조함으로써 학생들이 기억할 수 있게 했다.					
III. 교수의 영어전용 수업 중 한국어 사용과 수업진행	매우 동의함	그렇다	보통	아니다	전혀 아니다
1. 교수는 한국어를 사용함으로써 학생들의 주의를 환기시켰다. 예) 학생들 행동에 대한 못마땅함 표현					
2. 교수는 강의시간이 부족할 때 한국어로 설명함으로써 시간을 절감시켰다.					
3. 교수는 학생들이 교실활동을 이해하지 못할 때 한국어로 설명함으로써 교실활동을 원활히 했다.					
4.개인적인 이야기나 농담을 할 때 한국어를 사용하여 수업의 동기를 높혔다.					
5.수업 중 돌아다니며 그룹 토론을 돕거나 개인적인 질문을 받았을 때 교수가 영어보다는 한국어로 답해주는 것이 빠른 돕기 때문에 좋다.					
6.시험이나 숙제 등 성적과 관련된 중요한 공지사항을 이야기할 때는 불이익을 방지하기 위해서 한국어를 사용하는 것이 좋다.					

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Ⅳ. 교수의 영어전용 수업 중 영어/한국어 병행사용에 대한 나의 의견	매우 동의함	그렇다	보통	아니다	전혀 아니다
1. 나는 교수의 영어와 한국어의 병행사용이 영어만 사용하는 것보다 더 재미있다.					
2. 교수의 영어와 한국어 병행사용이 내 불안감과 부담감을 감소시켜 주었다.					
3. 교수의 영어와 한국어의 병행사용은 내가 수업시간에 적극적으로 참여하게 도왔다.(예) 그룹 토론 참여/교수에게 질문 등.					
4. 교수의 영어와 한국어의 병행사용은 교수와 학생간의 거리감을 좁히고, 수업 시작 전이나 후에 한국어를 사용하므로 유대감을 쌓는데 도움이 되었다.					
5. 교수의 자유로운 한국어와 영어 혼용은 미래 나의 영어와 한국어 사용의 모델(role model)이 되었다.					
6. 교수의 부분적 한국어 사용은 나의 한국인 정체성 형성에 긍정적 역할을 하였다.					
7. 대학영어 수업을 위해 가장 적절하다고 생각하는 교수의 영어 사용 비율에 체크해 주세요.	100%	약 90%	약 80%	약 70%	약 50%

*** 다음 중 한국어로 진행했으면 좋겠다고 생각하는 선호도에 따라 1번 (가장 좋음) 부터 7번(가장 덜 좋음) 까지 체크하세요.**

개인적인 이야기나 농담을 할 때	
수업 중 돌아다니며 그룹 토론을 돕거나 개인적인 질문에 답해줄 때	
학생이 한국어로 수업진행에 관한 질문을 할 때	
전문적인 용어나 문법용어를 사용할 때	
다른 학생의 수업에 방해가 되는 행동을 해서 주의를 줘야할 때	
시험이나 숙제 등 중요한 공지사항을 이야기할 때	
수업 시작 전이나 후에	

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* 설문에 응해 주셔서 감사합니다. 설문 후에 행해질 인터뷰에 참여하고 싶으신 분은 이름과 연락처를 남겨주십시오. 여러분의 설문과 인터뷰 내용은 연구자를 제외한 그 누구도 볼 수 없습니다.
(TEL: E-mail:)

Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

Kyung-Ae Oh
Dept. of General Education
Duksung Women's University
33, 144-gil, Samyang-ro, Dobong-gu,
Seoul 132-714, Korea
Tel: (02) 901-8506
Email: kyungaeo@duksung.ac.kr

Young Mi Kim
Dept. of English Language & Literature
Dept. of General Education
Duksung Women's University
33, 144-gil, Samyang-ro, Dobong-gu,
Seoul 132-714, Korea
Tel: (02) 901-8458
Email: kimyoung@duksung.ac.kr

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