

CODE-MIXING AND CODE-SWITCHING PRACTICE AMONG UiTM UNDERGRADUATES STUDENTS IN FACE-TO-FACE AND WHATSAPP GROUP APPLICATION

Noorzaina binti Idris (PhD), Nuraini Hayati binti Shabri

Faculty of Education,
UiTM Puncak Alam

noorzaina@gmail.com

Abstract

Code mixing and code switching in the recent years has become one of the main communication tools, and is considered as a way of conversing. These practices nowadays are not only found in verbal communication, but also in written communication such as newspapers, advertisements, memos and so on. In the rapid development of technologies, code-mixing and code-switching can also be found in Computer-mediated Communication (CMC). The most utilised CMC to date includes the used of WhatsApp group application. The present study was conducted in order to investigate the undergraduate students' preferences on code-mixing and code-switching as well as to explore on the main factor that leads them to code-mix and code-switch in both interactions in face-to-face and WhatsApp group application. This study is also aimed to identify the most common style of code-mixing that is being practiced by the undergraduate students in face-to-face and WhatsApp group application. This study was conducted on a total of 80 students; 40 students from the Faculty of Education (TESL) and 40 students from Academy of Language Studies (ALS). The results found that students from both faculties do code-mix and code-switch, in which explaining on difficult words and sentences became the main factor that leads them to code-mix and code-switch. Besides, insertion of words and phrases

was mostly used by the students while code-mixing. This study is hoped to benefit students, especially the undergraduates to be aware of these language phenomena as these practice may affect their self-development skills. More studies on code-mixing and code-switching in terms of CMC should be conducted for recommendations.

Keywords: Code-mixing and code-switching, CMC, Face-to-face, WhatsApp group application

1.0 Introduction

In the recent years, most people have a tendency to be proficient in several languages as a part of their self-development process. Apart of their own willingness and satisfaction to learn, mastering several languages may also be advantageous for people in terms of seeking for employment opportunities. However, being an individual with many languages competency leads to the current language phenomena; code-mixing and code-switching, and Malaysia has no exception to these phenomena (Nurul Iman, Khairunnisa, Azu Farhana, & Tengku Mohd Farid, 2015).

The tendency for Malaysian to mix two or several languages during conversation is known as "Bahasa Rojak" by the locals (Nurul Iman, Khairunnisa, AzuFarhana, & Tengku Mohd Farid, 2015; Choy, 2011).

Singh & Afifah Quraishah (2012) define “Bahasa Rojak” or alternatively called Manglish (Malaysian English), as the combination of words and phrases from Bahasa Melayu, Mandarin Chinese, Tamil and other dialects to be “juxtaposed with English words” within the same sentence (p. 65) whereas Conteh-Morgan (2001) described this as “non-native Englishes” (p. 73). Most of Malaysians to date are facing with the same situation in every conversation with one another. According to Lau, Cheng, Tan and Choo (2011), Malaysians who are competence in English are likely to mix English with their L1 and other languages they have been practicing with.

Apart of being commonly practiced by the society, code-mixing and code-switching also take place in educational settings; be it at schools or at tertiary levels of educational settings. Kamisah & Misyana Susanty (2011) reported that these two language phenomena has excessively been practiced by both instructors and students during teaching and learning processes, and it is believed that this concept is beneficial to both instructors and students to create a more effective learning session.

In-lined with the rapid development of technologies and the massive used of electronic devices, the phenomena of code-switching and code-mixing is not only limited in verbal communication but also in written texts. In the recent years, code-mixing and code-switching are also widely used in Computer-mediated Communication (CMC). Even though numerous studies on code-mixing and code-switching have been conducted up to the recent years, limited studies are found in relation to code-mixing

and code-switching practices on the latest renowned mobile applications such as WhatsApp, LINE, WeChat and so on. Therefore, this study will provide some beneficial insights relating to code-mixing and code-switching practices in this area. For this study, the researcher emphasises on one of the most utilised online social media application among undergraduates to date; WhatsApp.

1.1 Research Objectives

The objectives of this study are:

- 1) To explore on the main factor that leads undergraduate students to code-mix and code-switch in face-to-face and WhatsApp group application.
- 2) To identify the most common style of code-mixing that is being practised by undergraduate students in face-to-face and WhatsApp group application.

1.2 Research Questions

The research questions for this study are as follows:

- 1) What is the main factor that leads undergraduate students to code-mix and code-switch in face-to-face and WhatsApp group application?
- 2) What is the most common type of code-mixing that is being practiced by undergraduate students in face-to-face and WhatsApp group application?

The focus of this study is on the factors that lead to code mixing among undergraduate students in face-to-face communication as well as in written conversations. It is hoped that this study can serve as a useful guidance for students, especially the students to pay attention to in order to enhance themselves in their languages

speaking skill. Besides, this study will be beneficial for educators or instructors and the educational policy makers to take actions about the issue of code-mixing practice in classroom so that improvement can be made in order to create effective learning processes. This study is also hoped to serve as a good reference for future researchers who are interested to conduct further studies on code mixing.

This study is limited to only 80 respondents, which were the UiTM students majoring in English language, thus larger population of respondents should be made possible for future research.

2.0 Literature Review

2.1 Types of Code-switching and Code-mixing

Meyerhoff (2011), in her study stated that there are two types of code switching; 1) domain-based or situational code-switching, and 2) metaphorical. These two types of code-switching were then further explained by Choi (2011). According to Choi (2011), domain-based or situational code-switching can occur by the adjustment of circumstances in a conversation or speech such as the change in participant, topic or setting. For example when an individual is having a chat with his or her peers on certain topic, but suddenly gets interrupted by another persona with different language capability, he or she code-switch to avoid social distinct among themselves in a way to regulate to the current

situation. Meanwhile, metaphorical code-switching functions as a tactic in conversation to support conversational acts such as an apology, request, complaint or refusal (Choi, 2011). In other words, people practice metaphorical code-switch in order to create a better communication with one another.

Furthermore, based on a study by Poplack (1980, cited in Leong, 2011), three types of code-switching were identified, which are tag-switching, inter-sentential switching, and intra-sentential switching. The definition for each type of code-switching is explained below:

Poplack's (1980) types of code-switching (cited in Leong, 2011: p.24-25)

- i) Tag-switching - can occur anywhere "without violating the grammatical rule" of the sentence (p.24)
- ii) Inter-sentential code-switching – conversion of languages at a phrase or "sentence boundaries" (p.25)
- iii) Intra-sentential code-switching – conversion of languages "within clause boundaries" (p.25)

These types of code-switching (tag-switching, inter-sentential and intra-sentential) were also roughly explained by Manal (2015) in his study. Manal quoted studies from Romain (1995) and Chershire and Gardner-

Chloros (1998), where they demonstrate the difference between single-word switching with intra-sentential switching, besides segregating the category of turn-switching with inter-sentential switching.

On the other hand, Musyken (2000) explained on the patterns of intra-sentinel code-mixing. He explained that there are three different process found in code-mixing; 1) insertion, 2) alternation and 3) congruent lexicalization.

2.2 Reasons and Factors to Code-mixing and Code-switching practice

People code mix and code-switch during conversation due to some reasons. Holmes (1992) stated that people tend to easily code switch or code-mix based on the situation they are facing. Lowi (2005) supports this statement where he stated that besides being assumed as an effective communication tool for individuals, code-mixing and code-switching practices can also be considered as a way to enhance social relationship with one another.

Code-mixing can be necessary to be practiced as it helps people to improve on relationship with one another as well as to adapt in any situation they are in (Leung, 2010). Choy (2011) added to this statement by stating that code mixing can lead to a better communication between individuals who are living in a

community with cultural diversity with one another. Lyu, Tan, Chng and Li (2015) supported these by stating that the undeniable fact of the common practice of code-mixing and code-switching allows people to “maintain a social belonging, and provide a convenient way to express themselves” (p.1).

2.3 Computer-mediated Communication (CMC)

“Computer-mediated communication (CMC) is a generic term commonly used for a variety of systems that enable people to communicate with other people by means of computers and networks, such as computer conferencing, electronic mails and so on” (Romiszowski, 2001). Other than electronic mails, there have been so many types of CMC being used by people around the world, such as Facebook, blogs, short-messaging services (SMS), and the latest renowned mobile applications of CMC include WeChat, Bee Talk, and also WhatsApp. In this paper, the main focus is WhatsApp application.

“WhatsApp or WhatsApp Messenger is a free messaging application available for Androids and other smartphones, which uses internet connection” (WhatsApp Inc., 2017). WhatsApp is considered as an alternative messaging application to SMS. The features in WhatsApp

Messenger include sharing photos, audios, videos, documents as well as voice messages. Other features available in WhatsApp Messenger are; free calls, where users can make calls without being charged, WhatsApp web, in which the users can receive messages right from computers, group chats, in which users can enjoy to have a chat with their contacts, and many more (WhatsApp Inc., 2017). To date, WhatsApp application has already become one of the most renowned CMC used by most people around the world.

2.4 Previous Studies

There are several studies found in terms of computer-mediated communications (CMC). Manal (2015) conducted a study on sociolinguistic dimension between Arabic and English language based on gender preferences around Saudi Arabia when using Short Messaging Service (SMS). He found that Saudi females were likely to code switch their L1 with English rather than male when having conversation either with the same gender or vice versa.

Khalid, Ihsan and Hua (2015) and Fakry (2012) revealed that female students tend to code-mix a lot during conversation than male besides been more comfortable to use SMS to interact with each other. However, opposite findings found by Rida and Hamad

(2012), where they found that both male and female undergraduate students tend to code-mix and code-switch in their text messaging among themselves, meaning that there was no gender difference to CM and CS when it comes to text messaging by the respondents.

On the other hand, Bista (2010) found out that lack of competency in the language was the primary factor for the students to code-switch in their international classroom. Bista (2010) also added that the students tend to code mix due to other reasons such as to maintain privacy, avoiding misunderstanding, more comfortable to speak using their L1 as well unfamiliar with similar words in second language.

3.0 Methodology

Mixed-method approach was used in conducting this study. A set of questionnaire with a total of 34 items adapted from two (2) previous studies by Noor Jasim (2016) and Joanna Tiffany (2014) was prepared and document analysis from the excerpts from the screenshots of the conversation in WhatsApp group application was performed for data collection. For the purpose of this study, the researcher applied convenience samplings.

The total of 80 undergraduate students from The Faculty of Education (TESL) and Academy of Language Studies (English) in UiTM were chosen as the respondents for this study. Respondents for both faculties were majoring in English,

thus marked the main reason for them to be used for the study.

The data derived from the questionnaire will assist the researcher to distinguish the main reasons or factors that lead the undergraduate students to code mix and code switch in their conversation with one another. Meanwhile, analysis from the excerpts from WhatsApp chatting application will enable the researcher to investigate the third research question for this study.

This study uses both quantitative and qualitative data collection. Before the survey was conducted to the targeted respondents, a pilot study was made to measure the validity and reliability of the questionnaire for data collection, and the results were analysed using Cronbach’s alpha. The reliability statistics of the instruments used for this study recorded was 0.927, thus the designed questionnaire is reliable to be utilised for this study. Once the validity and reliability of the questionnaire was measured, the questionnaire was then distributed to the targeted respondents.

A total of 80 undergraduate students from two faculties (Faculty of Education (TESL) and Academy of Language Studies) in UiTM Shah Alam were chosen as the respondents for this study. Before distributing the questionnaire, brief explanation on the procedure and the purpose for this study was first explained to the respondents. Respondents’ understanding is needed to ensure that the survey can be conducted smoothly. The respondents were required to complete the questionnaire within five to eight minutes. The researcher monitored the process to ensure that all distributed questionnaire were completed so that the data derived from the

questionnaire is valid for the study. The researcher also assisted the respondents in any queries they had during completing the questionnaire. The questionnaire was then collected by the researcher for data analysis.

For qualitative data collection, excerpts from the discussions through social media such as WhatsApp group chat will be used for data analysis in this study. The data derived from all samplings are then being further analysed to find the evidence of interrelation of code mixing practice among the students with their preferences on code mixing.

4.0 Findings

4.1 Factors that Lead Undergraduate Students to Code-mix and Code-switch in Face-to-face and WhatsApp Group Application.

Table 4.1: Factors that Lead Respondents to Code-mix and Code-switch in Face-to-face and WhatsApp Group Application

Descriptive	Mean	SD
1. I CM and CS when I am unable to express myself in English	3.67 5	1.05 3
2. I CM and CS to help me maintain the flow of conversation	3.72 5	0.88 6
3. I CM and CS when explaining on difficult words and	4.07 5	0.86 8

sentences to my friends		
4. I CM and CS whenever I speak to my friends who share the same language	3.95 0	1.00 5
5. I CM and CS to help me in my study	3.36 3	1.12 8
6. I CM and CS to maintain interpersonal relationship with my friends	3.68 8	0.89 4
7. I often CM and CS because my friends are doing so	3.41 3	1.03 9
8. I CM and CS to help me motivate myself and to be confident in speaking	3.56 3	1.08 9
9. I CM and CS to help myself to practice the second language that I use	3.81 3	1.08 0
10. I CM and CS to allow myself to express ideas that I cannot explain using second language (English)	3.85 0	1.04 5

11. I CM and CS to help my friends to understand what I am talking about during our conversation	3.95 0	0.91 3
12. I CM and CS to build a stronger bond with my friends	3.61 3	0.92 1
13. I CM and CS because this practice make discussions a lot more interesting	3.65 0	0.98 2
14. I CM and CS to enhance my communication skill	3.57 5	1.14 5
15. I CM and CS because I want my friends to be comfortable with me	3.80 0	1.03 6

Table 4.1 above illustrates on the overall results for the factors that lead undergraduate students to code-mix and code-switch. Based on the data, the highest mean score was $M = 4.075$ ($SD = 0.868$), for “*I code-mix when explaining on difficult words and sentences to my friends*”. Meanwhile, the lowest mean score was $M = 3.413$ ($SD=1.039$), for “*I often code-mix because my friends are doing so*”. The results obtained for this research questions demonstrate that most of

the respondents feel the needs to code-mix and code-switch in regards to convey on certain things that they may not be able to explain using L1 or English. On the other hand, the respondents do not code-mix because of their peers' influences, but themselves.

4.1.1 Language Choice

Table 4.11: Overall Results on Respondents' Language Choice in Interactions

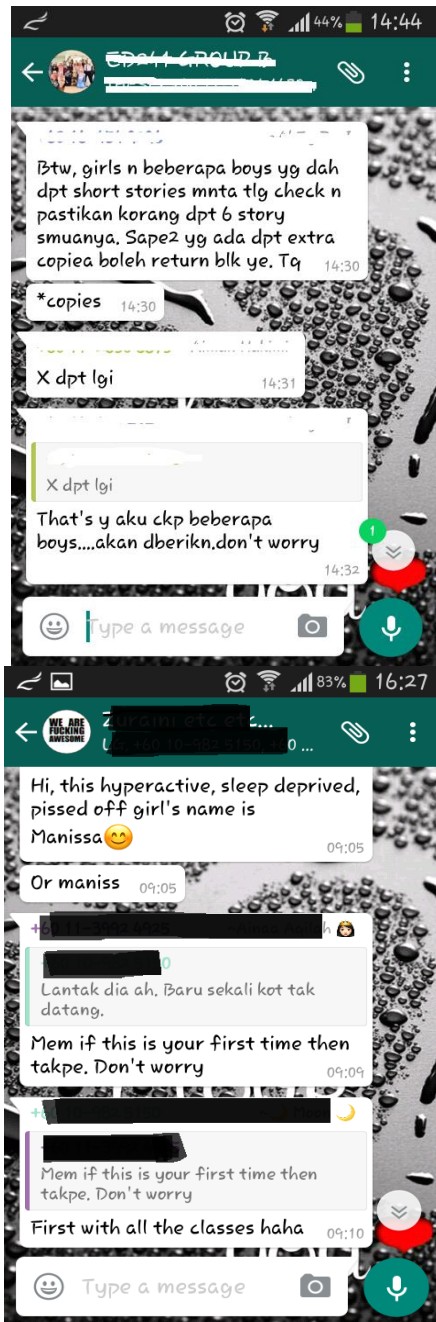
Description	Mean	SD
1. I converse fully in English when I speak to my lecturers during class	4.563	0.633
2. I use English when I speak to my lecturers outside classroom	4.325	0.776
3. I use English whenever I am having discussion with my friends regarding lessons	3.513	0.795
4. I CM and CS when I personally confront with my lecturers for some inquiries regarding lessons	3.563	1.281
5. I CM and CS when In speak to my friends outside class	3.813	0.969
6. I CM and CS during class' discussions	3.575	1.003

Based on the results in the Table 4.11 above, the respondents' language choice with

the highest mean score recorded is $M = 4.563$ ($SD=0.633$), for “*I converse fully in English when I speak to my lecturers during class*”, whereas the lowest mean score is $M = 3.513$ ($SD=0.795$), for “*I use English whenever I am having discussions with my friends regarding lessons*”. The result indicates that the respondents preferred to use English when interacting with their lecturers during classroom or outside classroom, but they were more comfortable to code-mix when it comes to interacting with their friends and peers whether for social interactions or even for academic interactions.

4.2. The Most Common Type of Code-mixing being practiced by undergraduate students in face-to-face and WhatsApp group application.

Plate 4.2: Screenshots of WhatsApp group Application for Both Faculties



All of the screenshots from WhatsApp group application from both faculties were analysed thoroughly. Based on the excerpts from the WhatsApp group application, there were occurrences of code-mixing and code-switching found in each of every screenshotted conversations from the group chats of both faculties. As shown in Plate 4.1

above, the students mostly code-mix and code-switch using their L1 (Malay) and English. Among the excerpts from all screenshots from the WhatsApp group, there were some respondents who posted their comments fully in Malay, and some of them commented fully in English. It is common for the respondents to use these two languages, Malay and English as Malay is their L1 whereas English has also become an important part of the students' lives (Latisha Asmaak & Nayan, 2013).

Based on the excerpts taken from the WhatsApp group application for both faculties, among the three main styles of code-mixing by Musyken (2000); i) Insertion, ii) Alterations and iii) Congruent lexicalization, the researcher found out that **Insertion** of words was the mostly used style of code-mixing by the respondents from both faculties. The respondents had a tendency to insert their L1 when speaking in English, and vice versa.

Excerpts 1: Insertion of Malay and English in Comments

Full-English: "Mem if this is your first time then *takpe*. Don't worry."

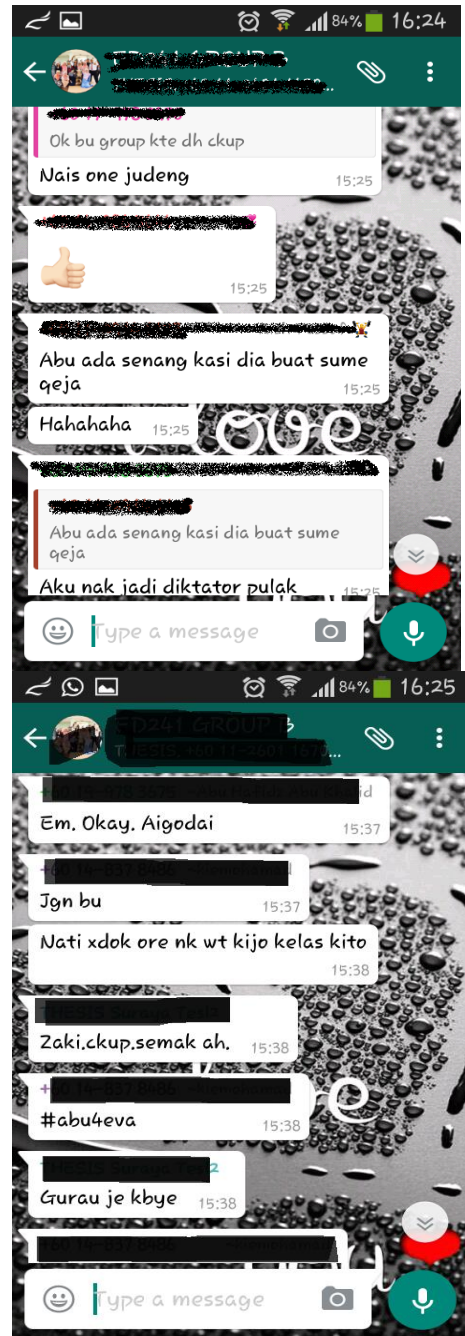
(Ma'am if this is your first time then it's okay. Don't worry)

Full-Malay: "Kata kita satu *team*, kenalah percaya *each other* hehe"

(We're a team, so we have to trust each other)

Besides inserting either Malay words when speaking in English, or English words when speaking in Malay, the respondents also tended to insert other languages that they were familiar with while conversing with each other. Insertion of dialects and other languages was also found in the excerpts from the conversations in the group chat from both faculties. Most of the dialects found in the excerpts were Kedahan Malay and Kelantanese Malay.

Plate 4.3: Insertion of Kedahan Malay (KM) and Kelantanese Dialects (KD).



Excerpts 2: Insertion of Kedahan Malay (KM) and Kelantanese Dialects (KD).

KD1: “Nati xdok ore nk wt kijo kelas kito”

(There wouldn't be anyone to do our class' assignments)

KD2: ... cane nak ejah tah

(Not sure how we are going to change that)

KM1: “Abu ada senang *kasi* dia buat *qeja*”

(Abu’s here so just let him do the works)

Other than the insertion of words from one or two languages within sentences, the presence of Malay language discourse markers, such as “*haah*”, “*lah*”, “*kan*”, “*kot*”, “*yelah*” and many more were also found in the excerpts from the WhatsApp group application for both faculties in most of the full-English comments. Choy (2011), cited Matisiff (1999), stated that discourse markers are often used to show affection, and in some ways, it represents as a part of politeness strategy by the speakers. Thus, the respondents have the tendency to express politeness when they speak as a way to create a better communication with each other.

5.0 Discussions and Conclusion

This study was also conducted to explore on the main factor that leads undergraduate students to code-mix and code-switch as well as to identify the most common style that is being practiced by undergraduate students in face-to-face and WhatsApp group application, based on Musyken’s (2000) three styles of code-mixing. The findings for this study were obtained from two instruments; 1) a set of questionnaire, 2) and document analysis derived from WhatsApp group application.

5.1 Research Objective 1: To explore on the main factor that leads undergraduate students’ to code-mix and code switch in face-to-face and WhatsApp group application

There are many factors that lead people to code-mix and code-switch with each other. Based on the findings obtained from the survey of this study, the main factor for undergraduate students to code-mix and code-switch was “*I code-mix and code-switch when explaining on difficult words and sentences to my friends*” (M=4.075,

SD=0.868). This findings indicated that most of the undergraduate students code-mix and code-switch due to some reasons which had to leave them no choice but to do so in order for the other party to understand what they want to convey. This finding somehow can be related with the previous study by Bista (2010) in her study on factors to code-switch (code-mix). Bista (2010) explained that one of the main factors that lead people to code-mix or code-switch is because of several situations. She added that Situational factors include language deficiency and for a better understanding by others.

The findings also support Choy (2011) in her study, where she stated that code-mixing and code-switching occurred when there are lacks of registral competence between speakers. Similar findings were also found in a

study by Hadei et al; (2016), where she found out that lacking of facility also contributed to code-mixing to occur.

Meanwhile, the findings derived from the observations explained that the respondents from both studies have the tendency to code-switch in order to show politeness to the other party, as well as to express on something. Thus, the finding supports the study by Bensen and Çavusoglu (2013). Bensen and Çavusoglu (2013) discussed on the factors for teachers to code-mix during teaching and learning processes. It revealed that the teacher code mix, especially using the mother tongue to explain on some difficult words, the students seemed to can easily learn faster. Hence, Bista (2010) indicates that competency in the spoken language also plays an important role that may highly influence people's choice of language in conversing with one another. Having to explain on certain words and sentences in our mother tongue (L1) to those with low competency of language will enable them to successfully receive the messages, thus creates a more successful communication with each other.

5.2 Research Objective 2: To identify the most common style of code-mixing that is being practiced by the undergraduate students in face-to-face and WhatsApp group application

5.2.1 Code-mixing style – Insertion of Words and Phrases

Based on the findings, the undergraduate students were having the tendency to insert their L1 whenever they commented in a full-English sentence or vice versa. This finding is in-line with the findings found in a study by Nurul Iman, Azu Farhana, Khairunnisa and Tengku Mohd Farid (2015) on English Malay code-mixing innovation in Facebook among Malaysian university students. In the study, the researchers found out that morpheme insertions of pluralisation of nouns as well as morpheme insertions of continuous tense were usually employed by the students in their Facebook statuses and comments. Besides that, the findings from the current study also

support the study by Huzaina, Hana Nadia and Fouziah (2015) on code-mixing on Facebook among Malaysian TESL students. In that study, the researchers found out that the highest level of code-mix being practiced by TESL students was phrase insertion. On the other hand, a study by Latisha Asmaak and Nayan (2013) on languages, code-switching practice and primary functions of Facebook among university students revealed that the participants who were bilingual usually borrowed some words and phrases from their second language along with other languages like Korean and Japanese. Thus, the finding from the present study supports the findings from Latisha Asmaak and Nayan (2013), where the respondents for this study also inserted other languages while conversing.

5.2.2 Code-mixing Style – Insertion of Discourse Markers

Based on the findings obtained in Chapter 4, the other mostly used type of insertion was the insertion of discourse markers. The researcher found out that the undergraduate students have the tendency to insert Malay discourse markers whenever they commented in a full-English sentence. The mostly used discourse markers like “lah”, “kan”, “je”, were always been used in both verbal and non-verbal communication. This supports the study by Choy (2011). Choy (2011) found out that prevalent insertion of Chinese discourse markers like “ah”, “lah”, “lor”, “meh” were always been found by the students.

These findings suggest that insertion is the most popular code-mixing style to be used by people, especially students when code-mixing. The students tend to insert words and phrases during verbal or non-verbal communication probably due to the fact that they are familiar with those words and phrases. Besides that, the constant usage of discourse markers during both verbally or in written communications can be found in most cases of code-mixing occurrences,

especially in a multi-racial and Multilanguage country like Malaysia. The fact that people in Malaysia are bilinguals and multilingual can no longer be doubted. Thus, those people tend to code-mix without even realising that they are practicing code-mixing when conversing with others.

5.3 Implications of the Study

The findings from this study may provide some implications for the students, especially the second language learners and teachers. The needs to be aware about code-mixing practice among people especially students should be taken into consideration. Besides that, this study may be beneficial for the teachers who are teaching second language as it provides the information on the factors and reasons for the students to code-mix. Thus, the teachers can take actions from the findings to suggest on the suitable actions to be taken to help students in the acquisitions of the second language.

As for the students at tertiary level, the findings of this study may benefit them to be aware with their “routine” to code-mix whenever they are conversing with each other. Even though code-mixing is beneficial in some ways, as it can improve on social relationship with one another, they should be more cautious in their choice of language when they speak verbally or in

written communication. This “routine” may affect them in their future career and self-development. Thus, actions to overcome the constant practice of code-mixing should be taken.

5.4 Suggestions for Improvement for Future Research

Based on the findings obtained for this study, several suggestions and recommendations should be considered for future research. This study is focusing on code-mixing practice among undergraduate students in UiTM, where all of students are Malay. Thus, the findings are limited to see the preference of code-mixing only for Malay students, with Malay or Bahasa Melayu as their mother tongue (L1). Thus, on the future studies, the researcher can look into the preference of code-mixing practice from the other races’ like Chinese and Indian students’ perspectives.

Apart from that, this study is only limited to a smaller population of samples. Hence, further studies should be made to a larger population so that the findings will be more valid. Furthermore, the future studies should not limit on students or teachers who are related to second-language acquisition only, but also other people and circumstances, such as in governmental sectors as well as public’s preferences on code-mixing practice. Last but not least, further studies on other

possible Computer-mediated communication (CMC) will be interesting to look forward into. As we are living in a rapid development of technologies, there will be many other interesting CMC that can be used in investigating on code-mixing practice in the future. Thus, future researchers should consider on conducting a study on code-mixing practice using other types of CMC as well. With this, varieties of interesting findings will be found.

5.5 Conclusion

To conclude, the respondents from both faculties (TESL and ALS) are comfortable to code-mix and code-switch while speaking with one another, thus match with the fact that code-mixing and code-switching to be assumed as a way of conversing in these recent years. Inclusion of word phrases as well as discourse markers become the most applied code-mixing style by the respondents in which supporting the findings in the previous studies.

Apart of many reasons to code-mix and code-switch in conversation, the respondents were tended to do so whenever they feel they feel the needs to explain on certain issues that may be difficult for their peers to understand what they were meaning to say. Code-mixing and code-switching became the means for an effective way for them to communicate with

each other and convey what they were intended to.

People nowadays, especially in these rapid development of technologies tend to code-mix and code-switch whenever they speak with one another. In fact, they sometimes do not even notice to have been code-mixing and code-switching while conversing. Hence, the importance of code-mixing and code-switching for an effective communication should no longer be doubted. However, these ways of communication should not be excessively applied as these may effect the younger generation's learning skills, especially in the second language acquisition.

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