

**THE USE OF CODE-SWITCHING IN ENGLISH EDUCATION STUDY  
PROGRAM AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO**  
(An Analysis of the students' language attitude toward English-Indonesian Code  
Switching)

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**Abstract**

Dalam proses belajar mengajar, beberapa siswa menggunakan bahasa Indonesia-Inggris dan sebaliknya, sebab mereka pikir sangatlah susah menjelaskan suatu topik menggunakan bahasa Inggris. Oleh karena itu, sangat diperlukan pembelajaran sikap berbahasa atau berinteraksi dengan mengalihkan kode berbahasa Inggris-Indonesia atau Indonesia-Inggris “*Code Switching*”. Maka dari itu, penelitian ini bertujuan untuk menginvestigasi sikap berbahasa siswa terhadap alih kode bahasa Inggris-Indonesia dalam pembelajaran di ruang kelas. Selanjutnya, penelitian ini menggunakan pendekatan kualitatif serta menggunakan teknik *purposive sampling* yg didasarkan pada tujuan peneliti atas dasar hal-hal tertentu. Kemudian, ada 6 mahasiswa STAIN Jurai Siwo Metro pada semester 4 yang menggunakan alih kode bahasa Inggris-Indonesia dalam pembelajaran di ruang kelas. Observasi, interview, dan skala *semantic differential* sebagai alat pengumpulan hasil data. Dan dari hasilnya, diketahui bahwa mahasiswa menggunakan alih kode bahasa Inggris-Indonesia dalam pembelajaran di ruang kelas. Alasan utama dikarenakan penggunaan alih kode bahasa Inggris-Indonesia sebagai strategi yang interaktif, dan bisa memfasilitasi pembelajaran serta mereka bisa lebih mengerti dengan menggunakan alih kode bahasa Inggris-Indonesia. Lebih lanjutnya, sikap berbahasa mereka itu merupakan sikap berbahasa yang positif. Hal itu diketahui dari hasil tabel data dari alat pengumpulan data yang diberikan kepada mahasiswa bahwa 50% positif, 33% antara positif dan negatif dan 17% negatif.

**Keywords:** *Language attitude, code-switching*

**A. INTRODUCTION**

Code-switching plays an essential role in English teaching and learning, because code-switching is as the medium of communication. Code-switching is often perceived negatively in the language learning such as a failure to learn the target language, the linguistic incompetence, embarrassing, and social manner.

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In recent years, researchers have become increasingly interested in code-switching; it plays an essential role in language instruction. In bilingual phenomenon, code-switching is an inevitable consequence, because when someone has bilingual ability it cannot be denied that he will alternate one language to another language.

In the context of university level, lecturers have been instructed to teach high quality English in the learning process. Students in English classroom come from different English proficiency; every language classrooms should be in the target language to ensure that the intended learning was successful. Explaining the materials through the target language is not easy and it needs much time, especially for the students who have low English proficiency. Moreover, the students also find it difficult to understand the materials delivered by the lecturer when using full English in the learning process. As a result, both students and lecturers frequently use code-switching as the medium to communicate and to enhance the students' understanding.

The present study is to explore students' language attitude toward English-Indonesian code-switching. In the educational context, most of the students and lecturers perceived code-switching negatively, because code-switching was considered as a failure to learn the target language or linguistic incompetence, embarrassment, social manner, and so forth. It will be an obstacle for them to learn the target language and it will give bad impact for the students' academic performance, because the individual's attitude toward code-switching can determine the result of language learning.

In this case, the researcher intends to analyze about the students' attitude toward English-Indonesian code-switching. The researcher had conducted a pre-survey on January 03, 2014 in STAIN Metro. Most of the students and lecturers use English and Indonesian to communicate in teaching and learning process in the classroom.

## **B. DISCUSSION**

### **1. Bilingualism**

Terminologically, the word 'bilingualism' is derived from the word 'bilingual'. Fishman defined that bilingual is anyone who has ability to use more than one language.<sup>2</sup> Based on the above definition, there are several factors when defining a person as bilingual. Those factors are internal and external factors. External factors involve the socio-political status of the languages, attitude toward language mixing, the language community around the speaker (whether it could be bilingual setting or individual bilingualism), and the function of speech in a particular situation. Internal factors involve language proficiency, interaction between the languages, the degree of formality and intimacy, the content of the message, and other factors toward grammatical development of the two languages.<sup>3</sup>

There are two perspectives in defining bilingualism. Firstly, it is proposed by Bloomfield, he assumes that bilingualism is a speaker's ability to use two languages as well. He also adds that the ability both L1 and L2 are in same degree.<sup>4</sup> In line with this statement, a speaker is able to master L1 and L2 both verbal and written. A speaker can understand L2 from the society, it could be from the language use in daily communication in his society.

Secondly, Weinreich argues that bilingualism is ability to alternate two languages in minimal competence in the second language.<sup>5</sup> He also suggests that bilingualism start with the competence to make complete and meaningful utterances in second language. Earlier definition shows that bilingualism emphasizes on equal ability to master two languages, while later ones allow on much greater variation competence.

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<sup>2</sup> Katja F. Cantone, *Code Switching in Bilingual Children*, (Germany: Springer, 2007), p. 2.

<sup>3</sup> *Ibid.*, p. 3.

<sup>4</sup> Abdul Chaer and Leonie Agustina, *Sosiolinguistik*, (Jakarta: Rineka Cipta, 2010), p. 85-86

<sup>5</sup> Tej K. Bhatia and William C. Ritchie, *The Handbook of Bilingualism*, (United Kingdom: Blackwell Publishing, 2006) , p. 8.

Based on the definitions above, it can be concluded that bilingualism is an ability to use two languages. Both of languages are used in particular situation whether the function of those languages used or the hearer's language competence.

## **2. The Concept of Language Attitude**

### **2.1 The Definition of Language Attitude**

Gardner states that attitude consists of cognitive, affective, and conative components. Cognitive components encompass an individual's knowledge or idea about the world in the mentalist's view, for example: a Japanese national may believe that learn English in Japan will lead to increased employment opportunities. Affective components include emotional responses (good or bad evaluation and like or dislike) which is related to the phenomena, for example: a love of English literature. Conative components embrace beliefs, emotional reactions, and behavioral predispositions related to the object of attitude, for example: attending or not attending English language classes.<sup>6</sup> It means that attitude related to the responses to the object with emotional and rational reaction. When a speaker has a good assessment toward the object, then, he or she has positive attitude.

The definition above is also supported by Myers-Scotton, she says that attitude is defined as subjective evaluations of language selections and speakers' of the languages whether it is held by individuals or communities.<sup>7</sup> If the evaluation is a subjective evaluation, this means that the evaluation bases on the person's judgement towards the language itself. The speaker's perceptions toward the languages are based on the facts which decide to a value of the language use.

Further definition is explained by Rosenberg and Hovland, they state that language attitude is tendency to respond with speakers' language behavior to their specific languages and language setting.<sup>8</sup> It shows a closed relationship on attitude

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<sup>6</sup> Lee Sandra McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (Cambridge : Cambridge University Press, 2009), p. 5.

<sup>7</sup> Carol Myers-Scotton, *Multiple Voices; An Introduction to Bilingualism*, (United Kingdom: Blackwell Publishing, 2006), p. 135.

<sup>8</sup> Ulrich Ammon, *et al.*, *Sociolinguistics*, (Berlin: Walter de Gruyter, 2005), p. 1319.

toward behavior, because there is direct link between attitude and language behavior. Indeed, a given language serves as indicators of the attitude toward the use of language.

The changes toward attitude in students belonging to a bilingual group that can be possible if there is lecturer's consciousness on the essence of students' language background. It means that lecturer can change students' attitude toward the use of language with the lecturer's experience, whether the attitude will be positive or negative. The existence of a language in the classroom is also based on the lecturer's language teaching. Indeed, in order to maintain the language use in the classroom the lecturer should give the opportunity to the students to use it.

Based on the above definition, it can be concluded that language attitude is cognitive and affective evaluation which is related to the responses of the speaker's own language or the other's language. The language attitude also has positive and negative attitude toward the languages, it will affect to the language learning. In the context of language instruction, there is lecturer's attitude and students' attitude toward the language learning that will determine the language use in the classroom. The lecturers also play an important role to change the students' attitude to the languages. Therefore, in order to make the intended learning will be successful, the lecturers and the students have to bring a positive attitude toward the language teaching and learning.

## **2.2. The Characteristics of Language Attitude**

Baker mentions the main characteristics of attitude as follows:<sup>9</sup>

- a. Attitude consists of cognitive and affective aspects.
- b. Attitude has dimension rather than bipolarity.
- c. Attitude encourages a person to act, but attitude do not have a strong relationship towards actions.

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<sup>9</sup> G. Nancy Nava Gomez, "The Impact of Regional Differences on Elementary School Teachers' Attitudes towards Their Students' Use of Code Switching in South Texas School District", *Profile Vol 14* (April, 2012), p. 67-78.

d. Attitude is learned, not genetically possessed.

c. Attitude can be changed by experience.

Furthermore, Garvin and Mathiot define language attitude into three characteristics:<sup>10</sup>

a. Language loyalty

In which encourages an individual or community to maintain a language and prevent the language from the influence of the other languages.

b. Language pride

Language pride encourages the speaker to develop his or her own languages and use it as his or her identity and membership of a community.

c. Awareness of the norm

It prompts the speaker to use the language carefully and politely, it has the main factor in influencing to the language use.

Corresponding to the above characteristics, those are positive attitude toward a language. When an individual or community does not have those characteristics, as a result negative attitude toward the language will occur in the individual's or community's attitude.

Meanwhile, Gardner mentions that there are two categories of language attitude: (1) integrativeness reflects the students' willingness and interest to acquire the L2, in order to both meet and communicate with the students within the L2, (2) attitude toward the learning situation, refers to the students' evaluation of formal language instruction.<sup>11</sup> These types of attitude play an important role in the students' foreign language learning.

### **3. The Concept of Code-switching**

In the context of university, language classroom gives the students an opportunity to study of language use where code-switching has a part in sociolinguistics. Code-switching encourages the students to the classroom various ways of using language. In the field of sociolinguistics, code-switching has a central role for the students' language to the language use. In sociolinguistics phenomenon, code-switching is an inevitable consequence. It means that a speaker will switch one language to another language in certain situation. In line with the above statement, Grosjean states that code-switching is a phenomenon

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<sup>10</sup> Abdul Chaer and Leonie Agustina, *op.cit*, p. 152.

<sup>11</sup> Robert M. McKenzie, *op.cit*, p. 29.

which uses some languages in a particular situation.<sup>12</sup> It means that code-switching is when a person alternates his language into another language for another reasons such as the use of languages in certain situation and the hearer's of language competence.

The above definition shows that code-switching occurs when a person switches two or more languages in the same utterances, as illustrated as follows:

1) Tomorrow *ayahku dan ibuku akan pergi ke* market.

Tomorrow my father and my mother will go to market.

2) *Suami saya dulu slim and trim tapi sekarang* plump like drum.

Before my husband was slim and trim, but now he is plump like a drum.

Corresponding to the above utterances, code-switching can occur when a speaker has a certain intention to switch or mix his own language to the one's language or vice versa in a single conversation.

In the professional contexts (for example, the workplace), code-switching can be interpreted as reflecting negatively on the speakers' cognitive abilities, social manners, and so on. Moreover, in the some societies, code-switching is considered as taboo, embarrassing, and ridiculous.<sup>13</sup>

In the educational setting, there have been various attitudes toward code-switching in the classroom, code-switching may be perceived as a form of semilingualism among bilingual students and efforts have been taken to eradicate code-switching from the classroom. The switching between the languages indicates either a failure to learn the target language or an unwillingness to do so.<sup>14</sup> That is the phenomena of code-switching which is voiced negative attitudes toward code-switching. On the other hand, some researches show positive attitudes toward code-switching. Koziol and Gribbon point out that code-switching has been attributed to communicative strategy which is perceived as a

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<sup>12</sup> Sabzevar Amir Qahfarokhi, "The Impact of Task Difficulty and Language Profeciency on Iranian EFL Learners' Code Switching in Writing", *Theory and Practice in Language Studies Vol 2* (March, 2012), p. 572.

<sup>13</sup> Barbara E. Bullock and Almeida Jacqueline Toribio, *The Cambridge Handbook of Linguistic Code-switching*, (Cambridge: Cambridge University Press, 2009), p. 11.

<sup>14</sup> Mingfa Yao, "On Attitudes to Teachers' Code-switching in EFL Classes", *Word Journal of English Language Vol. 1*, (April, 2011), p. 19-28.

resource for effective communication and social prestige which is brought by the value of the languages used.<sup>15</sup> It means that attitude itself is not perceived as the linguistic incompetence but it is considered as the resource for effective communication and the value of language.

Taner reports on the linguistic usage of code-switching in a small group of graduate students and their families living in the United States. Some of these students know nine different languages, with closely everyone knowing Indonesian (Bahasa Indonesia), Javanese, Dutch, and English. They tend to discuss their academic work in English use Indonesian for most other common activities. The students also use Dutch, but mostly as a resource, for example, for vocabulary. Local language like Javanese tends to be used only with intimates when fine shade of respect or distance is necessary, primarily when in the presence of important older people.<sup>16</sup> It means that there has been some why the students who live in the United States switch among the languages; it is mostly based on the different context of language use.

In line with the above definition, those can be inferred that code-switching is the alternation between one language and another language in the same utterances, code-switching includes the mixing of words, phrases, clause or sentences from two distinct grammatical systems or subsystems. Code-switching occurs for other reasons such as, a certain situation, the existence of interlocutor or the hearer's language competence, and the topic of the conversation.

### **3.1 The Reasons of Using Code-switching**

Generally, code-switching is bilingual proficiency to alter between two languages. Then, code-switching is studied as the variety of reasons. Code-switching is understood as an individual phenomenon wherein a speaker chooses when, why, and how to alternate between languages.

There are some possibilities of the reason of speaker's code-switching, as follow:

#### **1) Prestige**

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<sup>15</sup> Kamisah Ariffin and Misyana Susanti Husin, *op.cit*, p. 226.

<sup>16</sup> Ronald Wardhaugh, *op.cit*, p.102.



Code-switching is a speech form which permits for the expression of their membership in two cultures: the dominant and the minority. Within some strata of bilingual communities, code-switching carries overt prestige. For example, Kyuchukov describes that in Bulgaria, trilingual Muslim Roms who have the ability to use Romani, Bulgarian, and Turkish will alter into Turkish, as it has higher prestige than the other languages they have.<sup>17</sup> It means that code-switching is used as the marker of group membership and solidarity. It can be assumed that code-switching has *interactional* function.<sup>18</sup> It can be inferred that the switching is used for getting along with the speaker's social solidarity in his communities, maintaining, and preserving his relationship with his language groups. In this regard, prestige will show the value of language in the classroom instruction.

## 2) Topic of the conversation

In this reason, the speaker thinks that the feeling that some topics are more appropriate to one language than another, it makes the speaker switches to another language. These pertain to the speaker's communicative intentions. For example Mexican Americans, prefer to talk about money in English rather than in Spanish, 'La consulta era (the visit cost) eight dollars.'<sup>19</sup> In Indonesia, sometimes most of the students prefer to express their romantic feelings in English than Indonesian, 'Dengarkan aku (Listen to me), *I love you.*' Referring to the previous explanation, Meisel strengthened that code-switching occurs when a speaker switch one language to another language according to the interlocutor, the situational context, the topic of the conversation and so forth.<sup>20</sup> In this regard, its function as *representational* or it would have better called "informative", it means that code-switching is referred to specifically to the use of language for transmitting an information.<sup>21</sup> Corresponding to the statement above, the use of code-switching in the classroom is recognized as a communicative strategy.

## 3) Reporting someone else's speech or marking a quotation.

<sup>17</sup> Barbara E. Bullock and Almeida Jacqueline Toribio, *op.cit*, p. 10.

<sup>18</sup> M.A.K. Halliday, *The Language of Early Childhood*, (London: Continuum, 2003), p. 4.

<sup>19</sup> Vivian Cook, *Second Language Learning and Language Teaching*, (London: Hodder Education, 2008), p. 176.

<sup>20</sup> Katja F. Cantone, *op.cit*, p. 57.

<sup>21</sup> M.A.K. Halliday, *On Language and Linguistics*, (London: Continuum, 2003), p. 309.

The reason to switch the languages is to report what someone has said. In this regard, it has *imaginative or entertaining* function. It means that a language is used to convey the someone's thoughts, ideas, and feelings, either it is true or imaginative. It could be from the works (poem, story, fairy tale, and joke) for the speaker's or the listener's pleasure.<sup>22</sup> For example, when a girl from Papua New Guinea who is telling a story switches from Tok Pisin to English to quote what the man said: 'Lapun man ia cam na tok, "Oh yu poor pussiket"' (The old man came and said, 'you poor pussycat').<sup>23</sup> Whenever a speaker uses quotations from other languages, it is code-switching. It always happens in the language classroom when some students insert one language into another language as the quotation.

#### 4) Highlighting particular information

The next reason for code-switching is to use markers from one language to emphasize something in another. For example, the Japanese or English 'She *wa* took her a month to come home 'yo' uses 'wa' to signal what is being talked about, its function in Japanese. A Japanese-English bilingual speaks Japanese to introduce the discourse topic, 'Yano-san-wa (As for Mr. Yano, he was speaking all in English.'<sup>24</sup> The function above shows that it is devoted to analyze bilingual speech and ascribe some particular functions to specific language alternations. It also has *heuristic* function, which means that the language is used to explore and investigate particular information.<sup>25</sup> It can be said that students code-switch to one language to emphasize and explore the certain information.

#### 5) The interlocutor's language competence

Sometimes the reason for code-switching is through the choice of language to select which language they want to speak. It means that the switching is based on the hearer's language competence, if the hearer is monolingual, the bilingual must use the shared language. If the hearer is bilingual, they can switch the languages. For example, a Kenyan man who was serving his own sister in a shop started in their Luyia dialect and then switched to Swahili for the rest of the

<sup>22</sup> Abdul Chaer and Leonie Agustina, *op.cit*, p. 17.

<sup>23</sup> Vivian Cook, *op.cit*, p. 174.

<sup>24</sup> Barbara E. Bullock and Almeida J. Toribio, *op.cit*, p. 10-11.

<sup>25</sup> Ronald Wardhaugh, *op.cit*, p. 250.

conversation, to signal that he was treating her as an ordinary customer.<sup>26</sup> Bilinguals often use fillers and tags from one language in another, as in the Spanish or English exchange, ‘Well I am glad to meet you’, ‘Andale pues and do come again’ (Ok swell..). The major factor underlying these examples is the speaker’s assumption that the listener is fluent in the two languages. It means that this reason is based on the hearer’s competence.

### **C . METHODOLOGY**

The present study uses qualitative in nature.<sup>27</sup> The type of this qualitative study is a case study, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. In this regard, the researcher will explore the students’ utterances on the using English-Indonesian code-switching in the classroom instruction of English Education Study Program at STAIN Metro.

The researcher uses purposive sampling in conducting this study as the sampling technique. In purposive sampling also refers to as judgement sampling. It means that sample elements judged to be typical, or representative, are chosen from the population. The participants of this study are 6 students in English Study Program at STAIN Jurai Siwo Metro in academic year of 2013/2014 who mostly use English-Indonesian code-switching in the classroom instruction.

#### **Data Collection Technique**

In the present research, the researcher uses the instruments as follow:

##### 1. Observation

In the present study, the researcher applies observation to obtain the natural setting about the students’ utterances in using English-Indonesian code-switching in the classroom instruction. By using clandestine recording, the researcher will analyze the students’ code-switching surreptitiously in the classroom instruction. It is used to determine the participants in this research and to explore the students’ English-Indonesian code-switching in the classroom.

##### 2. Interview

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<sup>26</sup> *Ibid.*, p. 176

<sup>27</sup> John W. Creswell, *Research Design-Qualitative Quantitative and Mixed Methods Approaches*, (USA : Sage Publication, 2003), p. 182.

In this study, the researcher applies interview to gather data from the students' reasons, behaviours, opinions, beliefs, and feelings toward the use of English-Indonesian code-switching. Furthermore, 6 participants are being interviewed. Unstructured interview is a conversational type of interview in which the questions arise in the situation.<sup>28</sup> Using the who, what, when, where, why, and how categories are generally enough guidance for the researcher to follow in asking questions. By using the interview, the researcher will be able to know the students' reason in using English-Indonesian code-switching.

### 3. Semantic Differential Scale

Semantic Differential scale is attitude rating scale that presents the participants with generalizing evaluative beliefs, which the participants are asked to rate. By this, it will be used to measure and to determine the students' language attitude toward their English-Indonesian code-switching in the classroom instruction.

## **D. RESEARCH FINDING**

Code-switching is an inevitable consequence in bilingual phenomenon. It occurs when there is changing in the situation. In educational setting, there are various attitudes toward the use of code-switching. The attitude toward code-switching can be positive or negative. As a result, it will affect to the language learning.

Attitude toward code-switching will determine the using of code-switching. In this case, attitude can be analyzed through the students' English-Indonesian code-switching in their utterances and their perception toward English-Indonesian code-switching in the classroom instruction. The researcher analyzes the students' language attitude toward English-Indonesian code-switching by using observation which applies clandestine recording, semantic differential scale, and interview. By this, the researcher records the students' learning process surreptitiously in semantics and translation subject, it is expected that the participants switch between English and Indonesian naturally in the

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<sup>28</sup> Donald Ary, *et.al.*, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p. 438

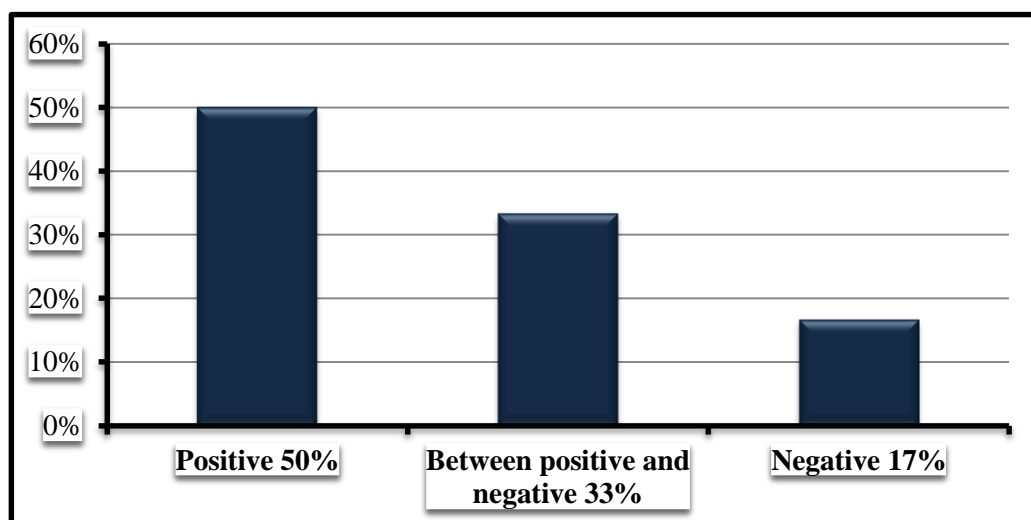
learning process and it is to gain the participants that will be analyzed in this research. The use of semantic differential scale is to obtain the students' attitude toward code-switching and interview is used to explore the students' reason in using English-Indonesian code-switching in the classroom instruction.

By using observation, the participants in this study are 6 students of English Education Study Program at fourth semester from two classes. The students use English-Indonesian code-switching during the learning process in the group presentation. Based on the result of observation, there are 34 code-switching which is uttered by the students. The switching is categorized into three types, such as 5 tag-switching, 11 intersentential-switching, and 18 intrasentential-switching, which are described in the following chart:

**Discussion**

The result of the analysis describes that the students use 34 English-Indonesian code-switching which appear in the classroom instruction. It is 15% tag-switching, 32% intersentential-switching, and 53% intrasentential-switching. The following chart is the students' language attitude toward the using of English-Indonesian code-switching in the classroom instruction:

*Figure II. The Students' Language Attitude toward English-Indonesian Code-switching*



Based on the chart, it shows that the students' language attitude toward English-Indonesian code-switching is positive, which is described as follows: positive attitude toward English-Indonesian code-switching is 50%, between negative and positive attitude toward English-Indonesian code-switching is 33%, and negative attitude toward English-Indonesian code-switching is 17%.

Although not all the students code-switch between English and Indonesian in the learning process, there are some students use English-Indonesian code-switching for some reasons. The main reason of such English-Indonesian code-switching is the students believe that code-switching can facilitate their language learning and they can gain a better understanding when they use English-Indonesian code-switching. It means that code-switching as the communicative strategy in the learning process. The students also believe that the lecturers are expected to allow the using of English-Indonesian code-switching in the classroom.

#### **E. CONCLUSION**

Based on the result of data analysis of the students PBI STAIN Jurai Siwo Metro, the researcher concludes that:

1. Most of the students use English-Indonesian code-switching in the classroom instruction. The switching is categorized into three types which consist of tag-switching, intersentential-switching, and intrasentential-switching. The students' language attitude toward English-Indonesian code-switching is positive. It can be analyzed that 50% positive attitude, 33% between positive and negative attitude, and 17% negative attitude toward English-Indonesian code-switching in the classroom instruction.
2. The main reason of such English-Indonesian code-switching is as a communicative strategy, because code-switching can facilitate language learning and the students can get a better understanding by using English-Indonesian code-switching in the classroom instruction.

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