

**THE RELATIONSHIP BETWEEN EFL LIBYAN STUDENTS' ATTITUDE
TOWARDS ENGLISH LANGUAGE TEACHERS' CODE-SWITCHING AND
THEIR PERFORMANCE IN ENGLISH IN MALAYSIA**

BY

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**INFRASTRUCTURE UNIVERSITY
KUALA LUMPUR**

**A project paper submitted in partial fulfilment of the requirement for the Masters
of Arts in Teaching of English to Speakers of Other Languages (TESOL)
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DECLARATION

I hereby declare that work in this project paper is my own expect for quotation and summaries which have been duly acknowledged.

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APPROVAL

We have examined this manuscript and verify that it meets the programme and university requirement for the degree of Master of Arts in Teaching of English to Speakers of Other Languages.

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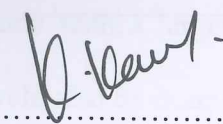
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Abstract

This study examines the association between EFL Libyan students' attitude towards English language teachers' code-switching and their performance in English in Malaysia. It also investigates the teachers and students attitudes towards code-switching. The sample for this study is 100 EFL Libyan secondary school students in Malaysia and 4 teachers from the same school. The design of study is a mixed method explanatory design where data is collected in two phases. Quantitative data collected in first phase and then qualitative data collected second phase. A set of questionnaire containing 15 items using the Likert scale was administered to measure attitude of students' towards code-switching based on students' scores to determine association between code-switching and students' performance. Interviews were conducted with 10 students and 4 teachers. Qualitative data from interviews were collected during the second phase to refine findings from quantitative data. Analysis was done using SPSS version 20.0 for quantitative data and Nvivo 10 for qualitative data. The results showed that there is a significant positive relationship between code-switching by teacher and students' performance. In addition, students' and teachers have a positive attitude towards using code-switching as a teaching strategy. It is recommended that future studies replicate the study with a larger number of samples. In addition, other sociolinguistic factors could also be examined.

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CHAPTER ONE
INTRODUCTION

1.0 INTRODUCTION

This chapter presents the initial bases of the study in terms of background of the study, statement of the problem, purpose of the study, research questions, and objectives of the study. It also discusses the theoretical background, significance, limitations of the study and definition of terms. This chapter ends with an overview of the study.

1.1 Background of the Study

Mitchell and Myles (2004) stated that, “the English language is the most used language in the first part of the twenty-first century. As the need to communicate in a second language increase, the need to use the English increases because it is the most used language in the world” (p. 23). Auer (1998) explained “Some bilingualism studies explain that in bilingual classes it is quite habitual to encounter the use of more than one language in the learning process”. That is learners tend to speak to combine two linguistics varieties in bilingual classrooms, as a result it leads them to code-switching (Eldgridge, 1996).

Code-switching is an argumentative issue in English as a Foreign Language (EFL) classroom learning. Traditionally, the teaching of the English language had started from the Grammar Translation Method up to the Communicative Language (Ketabi and Shahraki, 2011). Teaching has specific rules regarding the classroom language usage for both teachers and students (Martin, 2000).

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