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**CODE SWITCHING IN  
CONVERSATIONS  
OF VIETNAMESE TEENAGERS**

**Field: THE ENGLISH LANGUAGE**  
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**(A SUMMARY)**

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## CHAPTER 1 INTRODUCTION

### 1.1. STATEMENT OF THE PROBLEM

Culture and language for communication are important parts of human society. In this modern society, it is not strange for people to speak two or more languages (bilingual speech) in daily communication. Code switching in conversation influences the communication style. It is still a controversial phenomenon on which linguists have continuously been doing research. In recent years, they have investigated many code-switching aspects which vary from context to context and from the matter of peripheral importance within the narrower tradition of research on bilingualism to the general focus of interest for sociolinguists, psycholinguists and general linguists.

Today, it is very popular for people to use the primary (i.e. Vietnamese) and the second language (i.e. English) in daily conversation. In Vietnam, literate people especially younger generation speakers usually code switch between Vietnamese and English in everyday conversation. The usage of half-foreign and half-native language in speech or discussion is referred as code switching in conversation. For example: In the article “Ngôn ngữ thời hiện đại” [4] on EnglishTime.us, they wrote “Trong một cuộc họp bàn giao đầu tháng ở một công ty phân phối độc quyền mỹ phẩm X. Bà trưởng phòng kinh doanh nhắc nhở “*Chúng ta cần thêm **feedback** (phản hồi) của người tiêu dùng để **order** (đặt mua) sản phẩm. Nếu cần ta phải làm **survey** (khảo sát) để có hiệu quả...*” For the reason that Vietnamese-English Code Switching in Conversation in Vietnam

today sounds so interesting, I have chosen the topic “**Code Switching in Conversations of Vietnamese Teenagers**” for my research.

This thesis is carried out with the hope that the research results will give us some knowledge about how and when we code Switch in Conversation and show how and to what extent language changes, specifically the Vietnamese language spoken by Teenage Vietnamese. Besides, the documentation of the findings is also a demonstration of another dialect of Vietnamese.

### 1.2. JUSTIFICATION OF THE STUDY

Today, when English is required as a second language in our society, Code Switching occurs in every field of daily life: from daily conversation to news, interview, discussion on television, on radio as well as newspapers, magazines and so on. The special phenomenon had been previously researched as the matter of bilingualism. Some studies have shown that Code Switching often happened subconsciously. However, bilingual speakers affirm that Code switching is an unconscious behavior. Therefore, once choosing and carrying out this study, I hope that we will know and understand more about Code Switching in speakers’ language repertoires and activities.

Finally, for all of what I have mentioned above, the study is carried out with a hope that Vietnamese Teenagers throughout Vietnam would become aware of code switching feature in communication, so that they can avoid any break down in communication among different interlocutors.

### 1.3. SCOPE OF THE STUDY

Code Switching commonly occurs in everyday communication mentioned above. However, I am only doing a research on Code Switching in Vietnamese Teenagers' conversation because they are raised in a modern, peaceful society, an integration era, in a global village with conditions to live, work, and study in a multilingual environment. For these reasons, they can be influenced by other languages in daily conversation. Data are collected through audio-recordings, interviews, talk shows, articles in daily life, or from radio, television, magazines, or newspapers.

### 1.4. QUESTIONS OF THE STUDY

1. To what extent does Vietnamese - English code switching in conversations of Vietnamese Teenagers, The Middles Ages and The Old Ages occur? What is likely to be the frequency?

2. What parts of speech appear when code switching occurs in conversation?

3. What are the factors which influence the code switching in conversation? What are the motivations and reasons for Code Switching in Vietnamese conversations?

### 1.5. DEFINITION OF TERMS

## CHAPTER 2

### REVIEW OF LITERATURE

### AND THEORETICAL BACKGROUND

#### 2.1. LANGUAGE CONTACT

Gillian Sankoff - University of Pennsylvania: "Linguistic Outcomes of Language Contact" researched in sociolinguistics devoted to understanding what has happened to languages in

"contact", i.e., spoken by bilinguals [16]. This research also concentrated on the results of contact and sought to elucidate the social structuring of diversity internal to the speech community.

According to Professor of linguistics Yaron Matras, language contact occurs when speakers of different languages interact and their languages influence each other. In addition, Yaron Matras (2006) in his book "Language Contact" published by Cambridge University Press is an introduction to the subject, covering individual and societal multilingualism, the acquisition of two or more languages from birth, second-language acquisition in adulthood, language change, linguistic typology, language processing, and the structure of the language faculty. It also explains the effects of multilingualism on society and language policy, as well as the consequences that long-term bilingualism within communities can have for the structure of languages.

#### 2.2. EXTERNALLY MOTIVATED CHANGE

#### 2.3. CODE-SWITCHING/ CODE MIXING AND INTERFERENCE/ TRANSFERENCE: CODE AND EFFECT RELATIONSHIP

##### 2.3.1 Code-Switching/Code Mixing

Code-switching is, thus, seen as a purposeful activity, that is, there are functions and intentions assigned to this behavior [9; 31; 32]. Peter Auer (1998) [7] in his book "Code Switching in Conversation: Language, Interaction and Identity" is the first time to introduced the extended idea of Code-Switching, devoting to the study of code switching as part of a verbal action. In this book, Peter Auer also cooperated with other contributors to explicate the meaning of Code switching as part of a verbal action. The book also

mentioned the insistence on the conversational dimension of code switching and the insistence on reconstructing participants.

Up to now, Code Switching has been studied from different perspectives: social, psychological, educational and second language acquisition (SLA) based orientations [10]. In this light, Code Switching is defined as a communicative resource that builds on the participants' perception of two contrasting languages and conveys linguistic and social information to other participants in the conversation.

### **2.3.2 Interference/ Transference**

## **2.4 CODE-SWITCHING IN CONVERSATIONS**

Code-switching is, thus, seen as a purposeful activity, that is, there are functions and intentions assigned to this behavior [20; 30; 31; 32]. Peter Auer (1998) in his book "Code Switching in Conversation: Language, Interaction and Identity" is the first time to introduced the extended idea of Code-Switching, devoting to the study of code switching as part of a verbal action. In this book, Peter Auer also cooperated with other contributors to explicate the meaning of Code switching as part of a verbal action. The book also mentioned the insistence on the conversational dimension of code switching and the insistence on reconstructing participants.

Halliday (1975) views code switching as fulfilling the *interpersonal function* of communication. Here the mixed language spoken plays the role of a mediator. In other words, it is the use of language to act as a mediator between self and participants in the communicative event.

## **2.5 WHY DO PEOPLE CODE SWITCH?**

Code switching often happens to bilinguals. As we realize, there are some reasons why bilinguals code switch, with some reasons being conscious and some being unconscious. Research has found that bilinguals code switch to convey or clarify meaning, learn new vocabulary, and help create a sense of ethnic identity and community. In this section, I will mention current research findings for why people code switch. Researchers have found that bilinguals because: speakers can make a stronger point or send a clearer message, an idea or concept may be better understood, students learn new vocabulary through code switching, the speaker is quoting someone directly.

## **CHAPTER 3**

### **METHODOLOGY AND PROCEDURES**

#### **3.1. AIMS AND OBJECTIVES**

##### **3.1.1. Aims**

- find out the practice of switching between the two languages Vietnamese and English in conversations
- to find how these speakers employ code switching mechanism to organize, enhance and smoothen their speech.

##### **3.1.2. Objectives:**

1. To investigate how code switching is used to achieve the speaker's communicative intents in conversation.
2. To investigate the communicative purposes and reasons for code-switching.
3. To analyze how code switching is used as a feature of discourse.

### 3.2. RESEARCH DESIGN

Mix methods are used in this research. It combines quantitative and qualitative. Quantitative method must be employed to get the numeric data. However, unlike scientific research, linguistic studies deal with so many variations, hence, qualitative research must be involved in order to get the insight investigations and interpretation of quantitative data. The process of collecting and recording data relies on the following sources:

- TV, internet, and radio
- Magazines and newspapers
- Everyday conversations
- Questionnaire
- Interviews

### 3.3. RESEARCH METHODOLOGY

#### 3.3.1. Description of informants

Information in Vietnamese from teenager to the middle age and the old age participants who were chosen randomly via various means like the Internet, magazine, chatting, discussion in daily life or on radio and TV has been collected. There are 150 pieces of conversations or free-talk or interviews: 50 pieces performed by Vietnamese Teenagers, 50 pieces by the middle age and the other 50 pieces by the old age. After the data collection process, all of the information was sorted. Then, foreign words which appear in the Vietnamese conversations or free talks, interviews were found and counted.

#### *Everyday conversation*

In the data collection of the language of everyday communication, if the speakers are aware of the purpose of their

conversations, the communication will be less natural. It may ruin the reality of everyday talks. Therefore, authenticity is paid more attention to guarantee the validity and reliability of the findings.

#### *Questionnaire*

The questionnaire has become a popular research instrument which is used in field of social sciences. Generally, the result of a questionnaire survey deals with quantitative figures. The strengths of questionnaire instrument are: it can be easy to construct; it can be extremely versatile and uniquely capable of gathering a large amount of information quickly in a possible form; and especially, in modern time, the researchers may be able to email the questionnaires to the respondents. They are major advantages of questionnaire strategy.

#### *Interview*

The interview is the most often used method in qualitative research. Interviews are a powerful data collection strategy because they have the advantage of one-to-one interaction between the researchers and interviewees thus maximizing the direct explanations and clarification

#### *Language proficiency of participants:*

For all the participants, their first language is the mother tongue, the second language is English or other foreign languages. Information regarding each participant's English language background was obtained from the questionnaire (see Appendix 1)

#### 3.3.2. Data Distribution and Collection

The questionnaire was randomly given directly via the Internet to 300 people throughout Vietnam. However, I received only about 231 responses. I worked with students from two secondary schools and two high schools in Hoi An city. They are Kim Dong and

Nguyen Khuyen secondary school, Tran Quy Cap and Nguyen Trai high school. I randomly gave copies of questionnaire to 200 students of grades 6 to 12. Through Facebook and Twitter, about 200 responses were received. The chat conversation was added to the data on the computer. After 3 months, nearly 200 answers were collected. In total, we collected nearly 194 filled-in copies from teenagers, middle aged and old aged participants.

### **3.3.3. Instrument for Analysis**

Firstly, equipments needed for this study include digital recorders with microphone and a computer. The computer was used for recording the conversations or free talks or interview on TV or radio as well. These materials allow the researcher to obtain the spoken samples I needed for the data analysis. The researcher listened to the recorded data, looked at the transcribed discussion among the students, and analyzed the occurrences of code switching to find out the frequency of code switching, and when they chose to code switch.

Secondly, the simple calculation is used to find the frequency and parts of speech. The Microsoft Excel is used to produce table and pie charts illustrating the findings in each given category for better illustration.

### **3.4. DATA ANALYSIS**

Mix methods are used to analyze the collected data. Referring to quantitative data analysis, which is the analysis of numeric data using a variety of statistical techniques,

Data collected will be mainly analyzed to correspond to the following points: The code switching frequency in conversation; qualitative result of code switching feature in Vietnamese

conversations; motivation, effects, and attitude and parts of speech of code switched items. The researcher divided the information into 3 groups (the teenagers, the middle age and the old age people). Then, all the foreign words are counted and the parts of speech are sorted. Tables for each group, of which the first column for numbers of English words, the second column is marked as parts of speech, followed by rows of the frequency of English words in conversations are also set. Finally, the researcher made a comparison among the three different generations in order to get the findings.

## **CHAPTER 4**

### **DISCUSSION AND FINDINGS**

#### **4.1. THE EXTENT OF CODE SWITCHING**

##### **4.1.1. Frequency of Code-switching in Conversations of Vietnamese Teenagers, Secondary Aged and Old Aged people**

About 150 audio recording samples and many conversations were recorded and collected from the websites such as Facebook, Twitter, Yahoo Messengers! and many 360<sup>0</sup> Plus blogs throughout Vietnam.. Besides, I also recorded some talk shows on the radio. The age range I chose for my study is from teenagers to the sixties. To find out more clearly about the research, I made a survey with some groups of teenagers who are living and studying in different places around Vietnam.

To check the accuracy of my study, I made a small survey in teenagers of Hoi An city. I chose Hoi An because Hoi An is a tourism attraction where teenagers have chances to meet English speaking foreigners. There exist some differences between urban teenager and rural teenager groups.

The ratio of English-Vietnamese code switching is very high for this generation. The most common word of code switching is “hello” or “hi”. I am not surprised of this word’s appearance because it is very common in public today. The second common word is “thanks” or “thank”. In Vietnamese Culture, the word “thanks” or “thank” plays an important role in the conversations, especially in request, offer, accepting an invitation patterns and so on. When I worked with this generation group, I realized that the word “Cám ơn” was replaced by the word “thanks” or “thank” in Vietnamese conversations. Teenagers only use the word “cám ơn” when they talk to older people. In addition, this generation speakers also use the word “yes” or “yeah” instead of “Có” “Ừ” “Vâng” and “Đồng ý” when they agree with something or someone and the word “no” or “nope” instead of “Không” “Dạ không”, “Không đồng ý” when they disagree with someone/ something.

As shown in the result above, there are **577** times of code-switching in conversations in which the words “hello/hi” are counted for **18.5** percent in the total switches in the conversations, agreement words like “yeah/yes” accounts for **16.8** percent or disagreement words like “no” takes **6.9** percent, “thanks/thank/ thank you” **15.4** percent. Meanwhile, the “bye/goodbye/bye bye” cover **11.6** percent.

#### *The Secondary Aged Group*

With the Secondary Aged group, the words “hi” “hello” “thanks” and so on are also often used in every conversation. In addition, the word “stress” and “email” appear more often as well. There is no surprise to me because they are living and doing in the working environment. The word “bye”, “goodbye” or “bye bye” also

very common not only in teenagers’ conversations but also in other generations’ as well

The Secondary Age group takes **36.1** percent to code switch to the greeting words in English. The second highest code-switching rate is for the words to say goodbye such as goodbye, bye-bye, goodnight, which accounts for **17.2** percent. Meanwhile, words used to show the gratitude to other people such as thank you, thanks occupy **4.2** percent. Finally, **42.5** percent goes to other words. Unlike teenager group, people in this group have trend to code switch in conversations referring to business. They use certain specify words much more than the teenage groups. To emphasize the extent of code switching in conversations, I also made a comparison between the Teenage and Secondary Aged groups with the Old Aged group.

#### *The Old Aged Group*

The old aged group’s performance seemed exciting. The old aged participants switch code not only to English but also to French and Chinese. Most of people in this group had chances to study with French and American people during the Wars. Some of them were sent to French schools when they were children. As a result, French vocabulary appears a lot in their conversations. Besides, there are some people of Chinese origin who code-switch to Chinese.

This group also switches code in conversations but the frequency is not high. In 50 recording samples I collected, there are only 26 cases of code-switching. Most of the words fall into greeting and agreement vocabulary areas. To be compared with the two groups above, this group repeated the agreement words like “yes”, “okie” many times more than teenage and secondary aged groups did.

However, this group sometimes code switched to another foreign language such as French or Chinese.

#### **4.1.2. The Frequency of Code Switching:**

The frequency of code switching is the factor to find the level of code switching. From the analysis of the responses from the questionnaire, it was found that teenagers switched much more than the Secondary Age and the Old Age. For example, the teenage group's code switching frequency reaches up to 77.6 percent. One of the reasons for that could be that their second language was the language they study in their secondary schools and high schools.

In my research, I mainly focus on the teenage group who are still in Secondary Schools and High schools because this specific age group has experienced a challenging transition period and as a result, they are becoming more self-aware, self-conscious, and are developing new skills. What they are learning from school (friends, teachers etc.) and society is much more than what they are learning at home.

Fifty conversations were collected with the participation of fifty students from Kim Đồng Secondary school and Tran Quy Cap high school. These schools are located in the center of Hoi An. As a matter of fact, most of students in these schools live in the center of Hoi An ancient town where they have many opportunities to meet and talk to foreigners. The other fifty conversations were recorded with the participation of 50 students from Nguyen Khuyen Secondary school and Nguyen Trai high school. Most of the students live in the outskirts or the countryside of Hoi An ancient town where they do not have many chances to meet and speak to foreigners. Therefore,

the differences between the two groups help me to make a comparison.

The result also shows that teenagers who are staying and living in the center of city code switch many times more than ones in the rural do. However, there are some code-switching words appearing with the same ratio. For example, the word “thanks” or “bye” and “yeah” or “yes” are appeared nearly the same ratio in two areas. The other words such as “shopping” “online” “email” and “download” appear conversations of teenager from center Hoi An many more than from the outskirt.

In addition, I also had some chats with some teenagers in the North and South of VietNam (i.e. Ho Chi Minh City, Ha Noi, Nha Trang) and I also realized that teenagers in big cities had a tendency to code switch more than ones who live in small cities. However, teenagers who live in cities of tourist attraction code switch more often than the others. Moreover, code switching depends on the topics or the subjects they are talking about.

#### **4.1.3. The level of Vietnamese- English Code Switching:**

I made a questionnaire and sent it to every teenager participant after the audio recording phase. For question items 8, 9 in the questionnaire (see Appendix 1) about English code switching at home and outside of the home investigating whether parents use Vietnamese-English code switching at home, most of the teenage participants who live in the city center said that their mothers had trends to code switch rather than their fathers.

For question item 11 about English TV programs, sixty percent of the participants admitted they usually watched them compared with one hundred percent declaring that they did listen to English

songs very often. Most of the teenagers revealed that they learned much code switched English items from friends, brothers and sisters.

During the procedure of getting data, I recognized that the level of code-switching depended on the environment where people lived and studied. Another factor is how much they can remember and use a second language. People will be influenced by the environment they live in. In my study, most participants have been studying English for years and the language these participants use to communicate with foreigners is also English. Therefore, they have trends to use English much more than other languages. In Hoi An, there are many people of Chinese origins. When I asked some teenagers born into with these families about this factor, they said they sometimes code-switch to Chinese at home or in the community and sometimes they uses. It is believed that participants' home, school experience, and culture surroundings influence their perceptions of using code-switching in conversations. Actually, there is no surprise as the use of English code-switching is quite common in this generation speakers in Vietnam nowadays. Vietnamese teenagers are highly influenced by English and use English in their utterances without awareness. Many of them whose family are wealthy enough attend International Schools where English is the language of instructions. This Teenager Group is expected to use English to their friends and foreign teachers.

In the contrary, the participants from the rural teenage group said that they had fewer chances to watch any English programs or movies and had almost no contact with foreigners. Some participants of this group said that they used code-switching sometimes because they used the Internet to chat with their friends and learned from

them. The truth is that there are not many chances or conditions for rural teenagers to access the Internet as the urban teenagers do.

With the results as shown, the study makes it clear that the level of code-switching in Vietnamese teenagers' communication depends on the languages they use and their everyday language repertoires. Actually, Vietnamese teenagers code switch flexibly. Some teenagers also stress the importance of having effective communication using the most appropriate language.

#### **4.2. PARTS OF SPEECH OF CODE**

There are many ways of code switching. When using code switching in conversations, people use not only words but also phrases. In the study of Ho Dac Tuc [3], he found the most common code-switching is nouns, occurring 50.6 percent of time, excluding pronouns. However, the study of Ho Dac Tuc focused on the Vietnamese – English code-switching of Vietnamese-Australian in Melbourne. The following conversation will prove what part of speech is the most common in the code switching patterns performed by Vietnamese teenagers.

*Tâm: Báo cáo mọi người, sáng nay tuy buồn bã nhưng em vẫn online coi hết phần còn lại của course. Ai ngờ vẫn được tính progress point. Kết quả là passed dù điểm thấp tè le. Yay, sign up course mới thôi*

Tâm talked to her friends about the result of the examination, about the feelings and what she did that morning. She used “online” for the word “truy cập” or “lên mạng”, and used the word “course” for “khóa học”. This is probably from the commodity of her friends.

However, switching to English verbs occurs more frequently than any other parts of speech in my data. Most of the participants

answered that it was easier to have a verb in mind than a noun and verbs can shorten the sentence.

Based on the data I collected, the result shows that the most common code switching is verbs. Besides, nouns are also the second most common code switching words to use. Most teenager participants use nouns with both relevant and irrelevant meaning (i.e. words that do not exist in Vietnamese culture, or due to update technology) in Vietnamese.

### **4.3. THE FACTORS WHICH INFLUENCE THE CODE SWITCHING IN CONVERSATIONS**

Some teenagers responded to the factors of code switching in some other different perspectives. Factors affecting code switching in conversation suggested in the questionnaire include:

- a) No equivalent words in Vietnamese
- b) To practice a second language in speaking
- c) Easier to express in English or other languages, especially for emotional expressions
- d) To convey intimacy
- e) To avoid being overheard or understood (privacy)
- f) To add emphasis
- g) Other reasons

In the interviews, teenager participants were asked “why do you switch the codes in conversations?” and the majority of the participants reported that they avoided being understood by people around. Many of them responded that it was boring to use one language in conversations, code switching in conversations made it more interesting. In fact, it is shown that 24 percent of the participants surveyed switch for privacy purpose.

The data analysis indicated that the 11 percent of participants responded that it was easier to speak or say emotional things in English or other languages. Interestingly, 5 percent of the participants said that using code switching words is sometimes easier to express something, the equivalent Vietnamese words may sound very formal or academic. In this case, the participants make use of some certain lexical items and code switch to English or other languages for more effective expression. Another factor in teenagers’ code switching is “to add emphasis” which is considered to be very important in linguistic studies. A total of 13 percent of the participants surveyed responded positively to this factor. Interestingly, 10 percent s responded that this purpose of code switching was used to make their speech stylish and outstanding so people around can be impressed and admired.

The following summary reveals that the factors that influenced code switching were:

- a) No equivalent words in Vietnamese: 5%
- b) To practice a second language in speaking: 16%
- c) Easier to speak in English or other languages, especially emotional expressions: 11%
- d) To convey intimacy: 10%
- e) To avoid being overheard or understood (privacy): 24%
- f) To add emphasis: 20%
- g) Other reasons: 14%

#### **4.3.1. Reasons of Code Switching:**

First, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener

responds with a similar switch. This type of switching may also be used to exclude others who do not speak that second language from a conversation.

The second reason of code switching is the notion that a speaker may not be able to express him/herself in his/ her own language because the concept is unfamiliar in the culture, so he/ she switches to another language to compensate for the deficiency (Crystal, 1987) [2]. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner.

For the Old aged group, due to the foreign language limitation compared to other groups, the participants do not code-switch much... However, they only use code switching under certain circumstances like talking about feelings, making a defensive response to teasing with people at the same age.

The analysis proves that the environment where people live and work or study plays an important role in facilitating code switching. It influences a lot on what language and style people use to communicate. The socio-linguistic benefits have also been identified as a means of communicating solidarity, or affiliation to a particular social group, whereby code switching should be viewed from the perspective of providing a linguistic advantage rather than an obstruction to communication. Utilizing the second language, then, allows speakers to increase the impact of their speech and use it in an effective manner.

## **4.3.2. The Motivations of Code Switching**

### ***4.3.2.1. Social Motivations***

The social motivations for code switching are various. To teenagers, most of them answer that they code switch because it is their stylish trends. The ways of teenager language use change during the time. They mentioned that the foreign language usage depends on what they see and hear from mass media. With the same question, the answers from the middle Age and the Old Age are different. They said that the motivation of code switching is their habit. About ten percent of the participants told that they worked for foreign companies, the terms for specific purposes cannot be translated into Vietnamese as they do not have Vietnamese equivalence. To the Old Aged participants, they only code switch in some special cases. Most of them use code switching as their habits. The only social motivation for this group is to communicate with people from the world outside. In the survey, there is about 5 percent using code switching to chat, to tease or discuss with their old friends. They never code switch in conversations with their children or grandchildren.

### ***4.3.2.2. Personal Motivations***

To teenagers, with the question item 18, “Which motivations facilitate your usage of code-switching in conversations?” About 40 percent of teenager participants refer to foreign language studying motives. Meanwhile, 45 percent of the Middle Age participants reveal their business motivations. With the Old Age, most people said they did not have any motivations for code switching and only 5 percent of this group said that they switch code because of their habits.

To some Vietnamese people, Code-switching has become a habit and most time occurs subconsciously when speaking with people at the same age. You may find such situation in a public address, formal discussion in Vietnamese, and informal conversations. It is subconscious because most people may not be aware that they have switched or be able to report, following a conversation which code they have used to utter particular phrases or words.

In short, Code-switching is a language used in communication strategies and tools hidden behind the language user's motivation. We could conclude that code-switching is predominant among Vietnamese people. The reasons for this could be attributed to so many factors. One of them was rooted in Vietnamese people's life which includes receptivity to change, love for new things and readiness to explore. The love for new ways of life motivated the love to speak a foreign tongue, English.

## **CHAPTER 5**

### **CONCLUSION – IMPLICATIONS – LIMITATIONS – RECOMMENDATIONS**

#### **5.1. SUMMARY OF THE DEVELOPMENT OF THE STUDY**

In the last chapter, I presented the data analysis of the research. The aim of this study is to investigate whether teenagers have been using code switching for academic or social purposes or both. Overall, this study is an exciting experience in terms of the personal and professional growth of the researcher.

In order to make a comparison clearer, tables and graphics are drawn based on the collected data. From the tables and graphics, it is easy to compare and contrast code-switching patterns of different generations. The findings from the study reveal that code switching in conversations of Vietnamese teenagers maintains privacy so that the others (who are assumed not to know a foreign language) will not understand. The findings show that teenagers code switch to share information, to put emphasis for the purpose of personality show off, or social tendency demonstration.

#### **5.2. IMPLICATIONS FOR PRACTICAL SOLUTIONS**

The study results can be applied to practical solutions, both in communication and academic environment. The valuable contributions of this study can be shown in teaching and learning foreign languages methodology and strategies. In speaking, code switching determines the success of a conversation, as such, people need to be aware of using code switching. It helps to enhance the effects of communication, for instance, to avoid misunderstanding or to motivate people in learning foreign languages, especially English. Some people said that we should not allow teenagers to use code switching in Vietnamese conversations. In many circumstances, teenagers should not overuse code switching because it may cause misunderstand among interlocutors and it may distort the clarity of Vietnamese. The appearance and forms of code switching depend on the demographic, the age and the background of each generation. It can drawn from the study that people should pay attention to the meaning of words because in different cultures, words may not carry the same value, status and functions. Another implication of code switching in conversations is to serve better foreign language

immersion setting where they provide clarification when a phrase or a word is not known. The code exchange occurrences are welcomed in the society or business and may increase English or other language competency if the frequency is not excessive. In short, code switching can be a useful strategy in social interaction if the aim is to make meaning clear and to transfer knowledge to the other people in an efficient way.

### **5.3. WEAKNESSES**

As well as the positive contributions, the study still has some unavoidable weaknesses. Time limitation is the first difficulty I faced when doing this research. The topic of this study relates to teenagers and other generations; therefore, more time should have been spent on the implementation of this research. However, the researcher had only 3 months to complete the investigation. The second limitation is concerned with the variety of references. In fact, there are many references about Code-Switching, both in printed materials and on the Internet while it is so difficult to find references in Vietnamese. In addition, I have to rely mostly on the data collected from the radio, TV, newspapers, magazine and questionnaire. Hence, the limited number of informants may somehow affect the reliability of the study to some extent, which means what I find here just represents a particular group of people in our society.

### **5.4. RECOMMENDATION FOR FURTHER STUDIES**

This study addresses only code-switching in conversation of teenagers, the middle-age and the old age. In my study, I only focus on word code switching of Vietnamese teenagers. From this study, further research can focus on phrase and sentence code switching in the field of discourse. Another related research topic in this area

might be the effects of such elements as gender, social status on the practice of code switching.