

MINISTRY OF EDUCATION AND TRAINING
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**A STUDY ON VIETNAMESE - ENGLISH
CODE-SWITCHING AS A COMMUNICATION
DEVICE IN CONVERSATIONS
AT WORKPLACES**

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(SUMMARY)**

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CHAPTER 1 INTRODUCTION

1.1. RATIONALE

Today, code-switching (CS) has become a flourishing research field in many diverse fields such as sociolinguistics, anthropology, and psycholinguistics. CS occurs in both formal and informal contexts of communication. The following are some examples of Vietnamese English CS:

- (1.1) *Xin **research** ở Úc thì bắt buộc phải có **nominated supervisor** và **proposal** đi kèm với **application form**.* [79]
- (1.2) *Thí sinh **Vietnam's Next Top Model** khi lên sân khấu đi dép lê hay mặc quần áo bị hở nội y đã bị giám khảo xạc cho một bài".* [91]

There are many CS conversations happening around you, especially in forums, at workplaces or in a job interview:

- (1.3) *"Anh chị tư vấn có nên **apply** vào công ty này không?"* [85]
- (1.4) *"Bên công ty đó **complain** nhiều quá, mình đã **explain** cái giá thật là **fix** rồi mà họ vẫn kêu là **expensive**".* [80]

Vietnamese- English CS occurs in every field of daily life: from daily conversations to news, interviews on television, on radio as well as newspapers, magazines and so on. Research has shown that the practice of alternating languages not only is common, but also serves important communication strategies [35], [51]. This study entitled **"A Study on Vietnamese English Code-switching as a Communication Device in Conversations at Workplaces"** investigated how CS was used as a device to achieve the communicative intents and serves certain functions in conversations.

The research is hoped to contribute to the understanding of how CS operates and the impact it has on conversational processes.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The study aims at:

- Investigating the current linguistic phenomenon of CS between Vietnamese and English in conversations at workplaces.
- Analyzing why people use CS in communication in their working environment.

1.2.2. Objectives

The study is targeted at:

- Examining the frequency of using CS between Vietnamese and English at workplaces.
- Investigating the functions and the motivations of Vietnamese English CS in communication process.
- Examining the attitudes towards CS among those who work in a Vietnamese- English environment.
- Suggesting suitable and practical solutions in using Vietnamese- English CS in conversations at workplaces.

1.3. SCOPE OF THE STUDY

CS is mentioned in many researches and it can be explored in many aspects. However, this study mainly focuses on CS between Vietnamese and English as a communication device in conversations at workplaces.

1.4. RESEARCH QUESTIONS

This study tries to find answers to the following questions:

- (1) To what extent do code-switching between Vietnamese and English occur in conversations at workplaces?

- (2) How can Vietnamese English code-switching benefit communicative process?
- (3) What are the respondents' attitudes towards Vietnamese English code-switching?
- (4) What are some implications for using Vietnamese English code-switching in communication?

1.5. SIGNIFICANCE OF THE STUDY

According to Day [16], Heller [35], although CS has been studied in informal contexts where minorities and immigrants were concerned, it has been less considered in institutional and professional contexts. This study filled the gap by introducing how code-switching was used as a communication device at workplaces in central Vietnam. Besides, the study would help future researchers to identify bilingual competence as an important factor not only in code-switching but also in any linguistic activity.

1.6. ORGANIZATION OF THE STUDY

This study consists of five main chapters as follows:

Chapter 1, *Introduction*

Chapter 2, *Literature Review and Theoretical Background*

Chapter 3, *Research Design and Methodology*

Chapter 4, *Findings and Discussion*

Chapter 5, *Conclusion and Implications*

CHAPTER 2

LITERATURE REVIEW

AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES RELATED TO THE RESEARCH

Up to now, the studies on CS have appeared in a series of works. Each focused on different aspects of CS. The distinguished

sociolinguist - Auer [4] investigated CS in conversations, language for interaction and identity. In addition to work on bilingual discourse strategies, many researchers such as Gumperz [26], Milroy and Muysken [46], Myers-Scotton [51], Poplack [60], Romaine [63] have revealed that bilingual speakers use CS as a valuable linguistic strategy to achieve certain communicative goals.

Moreover, there are some other researches on Vietnamese-English CS. Thai Duy Bao [9] discussed that CS as a means of confirming identity. He investigated CS of Vietnamese community in Australia. Nguyen Ha Quyen [62] attempted to show how teenagers used CS in their conversations. Ho Thi Kieu Oanh [57] explored switching in speech behavior on the facebook of students at the University of DaNang.

2.2. THEORETICAL BACKGROUND

2.2.1. Code and Code-switching

a. Definition of Code

b. Definition of Code-switching

The term code-switching (it is also written as codeswitching or code switching) is broadly discussed and used in linguistics and a variety of related fields. Code-switching has been defined by Halmari [29, p.115] as “*the mixing of two or more languages within the same conversational episode*”, and “*it can occur at word, phrase, clause or sentence level*” [75, p.1]. From the opinions on the code given by many linguists above, it can be defined that *CS is the result of a speaker’s movement from one language to another language to achieve certain communicative goals.*

2.2.2. Sociolinguistic Approaches towards Code-switching as a Communicative Device

In this modern society, it is not strange for people to speak two or more languages (bilingual or multilingual speech) in daily communication. The socio-linguistics combines the social and linguistic approach to study the phenomenon of CS. Sapir [66] stated: “*Codeswitching must become increasingly concerned with many anthropological, sociological, and psychological problems which invade the field of language*” [67, p.214].

2.2.3. Code-switching versus Borrowing

Nguyen Van Khang [1] defines that “*borrowed forms are usually used in donor language by monolingual people whereas CS forms are applied by bilingual ones*” [1, p.232]. Here are some examples using CS between Vietnamese and English:

(2.1) “*Ngủ nhiều quá đấy. Dậy đi! Now, get up!*” [81]

(2.2) “*Xe thư bưu điện đến rồi đi
Ngoài **Coupons** ra chẳng có gì
Bạn tới chúc xuân khui nước ngọt,
Buy one ngoài chợ get one free”.* [81]

According to Thai Duy Bao [9, p.28], “*Borrowing is found in the level of words while code-switching occurs in the level of sentences*”. Some words borrowed from English and French are listed in the table below.

Vietnamese Borrowed from English	Vietnamese Borrowed from French
công-ten-nơ (container)	ga-lăng (galant)
sạc (bình điện) (charge)	pê-đê (pédé)
bị sốc (shock)	các-vi-dít (carte de visite)
quần soóc (short)...	coóc xê (corset)...

2.2.4. Functions of Code-switching

Gumperz [26] originally categorizes a functional framework of CS in his interactional analysis work on CS. He lists six functions of CS: *quotation, addressee specification, interjection, repetition, message qualification, personification or objectification.*

2.2.5. Monolingual versus Bilingual Views on Code-switching

a. Monolingual Views on Code-switching

During the past decades, monolinguals have had a negative attitude to CS. People who use CS are thought to be poorly educated and of low social status, while educated persons of higher linguistic awareness are believed to avoid it [69]. One of the most popular beliefs among monolinguals is that a speaker who code-switches is less concerned with the correctness and purity of language. Haugen [31, p.70] writes: “*Reports are sometimes heard of individuals who ‘speak no language whatever’ and confuse the two to such an extent that it is impossible to tell which language they speak*”.

b. Bilingual Views on Code-switching

Despite the strong negative attitudes towards CS, the supporters of the bilingual viewpoint such as Auer [3], Penalosa [58], Poplack [60] state that CS is not an indicator of deficient language skills in bilingual speakers, but a complex, rule-governed phenomenon that requires a high degree of linguistic competence in more than one language. Myers-Scotton [51] states that: “*If one has two languages to draw upon, why not use it to the most*”.

For this study, the researcher mostly supported the viewpoint of the bilinguals. Those who want to achieve the effectiveness of CS should consider many factors such as participants, solidarity, status,

topic and communication functions. Halmari [29] points out that CS is a natural part of communication and “*using code switching should depend on mostly whom we talk to, where the conversation takes place and the nature of the message that is being conveyed*” [29, p.115].

2.2.6. Classification of Code-Switching

a. Situational versus Metaphorical Code-switching

The models by Blom and Gumperz [11] discuss the patterns of CS to distinguish between situational switching and metaphorical switching, which are considered as stylistic devices for discourse and convey various social meanings.

b. Intrasentential versus Intersentential Code-switching

Language alternation within a sentence is known as intrasentential CS while language alternation across sentence boundaries is known as intersentential CS. For example:

(2.3) “*Identity của Phan Thiết là mùi nước mắm*”. [82]

(2.4) “*Well, còn bạn thế nào? Everything is OK?*” [102]

c. Markedness Model of Conversational Code-switching

Myers-Scotton [51] has developed what she terms a markedness model of conversational CS. She distinguishes between CS patterns prevalent in her African data - Markedness Model. CS is considered as an “unmarked choice” when speakers use the expected code in the speech community. On the other hand, CS is considered as a “marked choice” when speakers use the unexpected code to achieve a strategic effect in conversation.

2.3. SUMMARY

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. OVERVIEW

3.2. RESEARCH METHODS

Together with the combination of the qualitative and quantitative approaches, a number of methods as statistic, descriptive, analytic and synthetic methods are guidelines to achieve the set goals of the thesis.

3.3. DATA COLLECTION

Firstly, the questionnaire was randomly given directly to 20 workplaces. I randomly gave copies of questionnaire to 200 participants from companies, offices and workplaces in Hue, Da Nang city and Quang Nam province.

Secondly, the study was also based on the data from audio recordings of naturally occurring interactions during working time. In order to get the data with rich diversity, some of Vietnamese-English CS in the thesis was from films, video clips, news of various lengths on televisions and on the Internet. Observations and interviews were also conducted to serve the research.

3.4. DATA ANALYSIS

The quantitative procedure included the tabulation of data from the questionnaire into statistical information. The researcher used descriptive statistics to analyze the participants' responses.

Next, the researcher used audio recordings to capture spontaneous speech patterns of CS in conversations at workplaces. Then, the recordings were transcribed on paper and summarized using descriptive statistics. Moreover, the researcher listened to the interviews and analyzed the functions of CS.

3.5. RESEARCH PROCEDURES

Firstly, five pilot tests were conducted before coming to the official questionnaire. Then, the official questionnaires were given to 200 participants in 20 companies, offices and workplaces in Da Nang, Hue and Quang Nam province. In total, the first procedure of collecting data by questionnaire was completed in 2 months.

Secondly, the researcher randomly selected 20 out of the 200 participants to interview. In addition to interview and questionnaire, the researcher also recorded conversations in which CS was used at workplaces. Next, recordings were subsequently transcribed and reviewed.

3.6. INSTRUMENTS FOR DATA COLLECTION

The researcher used four instruments in this study. They included questionnaire, observation, recordings and personal interviews.

3.7. VALIDITY AND RELIABILITY

Due to the aims of the study, five pilot tests were conducted and taken into consideration before the final version of the questionnaire was made. Because the well planned and structured questionnaire was used to get a reliable data, the reliability and validity of the questionnaire was also determined.

3.8. SUMMARY

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. THE FREQUENCY OF USING CODE SWITCHING AT WORKPLACES

4.1.1. The Extent of Using Code-Switching at Workplaces

4.1.2. The Extent of Using Code-Switching outside Workplaces

4.1.3. The Comparison between Using Code-switching at Workplaces and Using Code-switching outside Workplaces

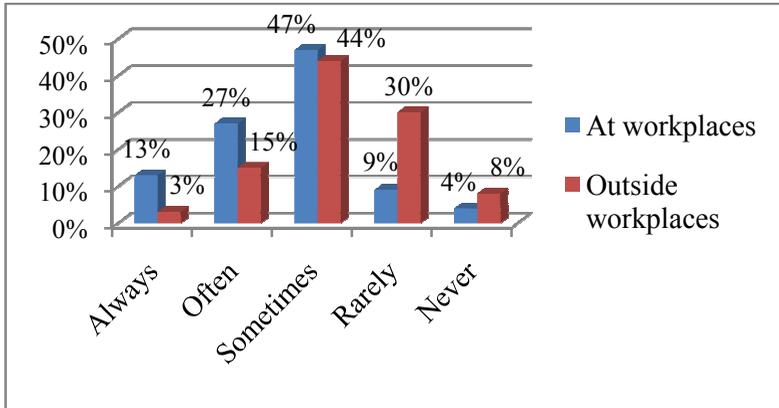


Figure 4.4: The Comparison between Using Code-switching at Workplaces and Using Code-switching outside Workplaces

At workplaces, 40% of the participants used CS at the high rate, compared with 13% used CS at the low rate. Meanwhile, outside workplaces, 18% of the participants used CS at the high rate, compared with 38% used CS at the low rate. This proved that the participants used CS at workplaces much more frequently than outside workplaces. It is clear that the frequency of CS largely depends on the languages they use and the environment they work.

4.1.4. The Extent of Using Intersentential Code-switching and Intrasentential Code-switching at Workplaces

Only 22% of the respondents used inter-sentential CS and nearly a half of the participants (43%) used intra-sentential CS. This shows the significant difference between the use of CS in two types. Intra-sentential CS is approximately two times higher than inter-

sentential CS. It was found from the data collected that CS at word level has the high frequency. As seen, a small amount of the participants could adequately communicate in both Vietnamese and English while others limited their use of English in one-word utterances.

4.1.5. The Extent of Using Intersentential and Intrasentential Code-switching at Workplaces between High English Proficiency Group and Low English Proficiency Group

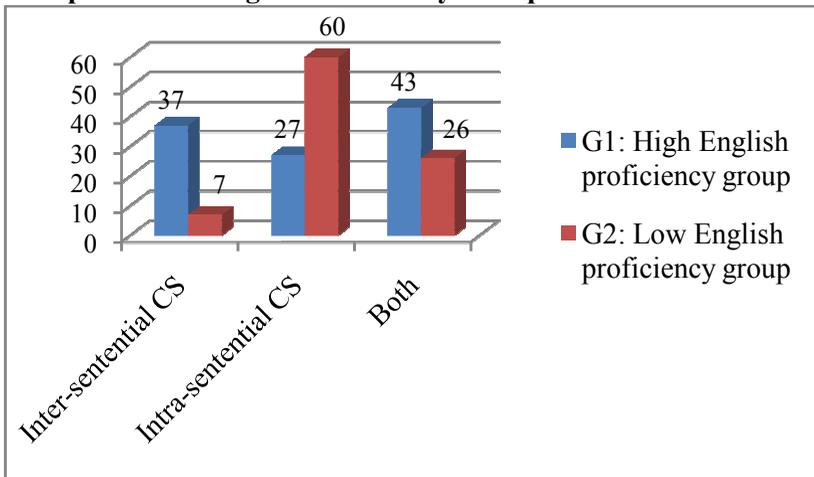


Figure 4.6: The Extent of Using Intersentential Code-switching and Intrasentential Code-switching between G1 and G2

4.1.6. The Comparison between four Different Age Groups about the Impact of Code-switching on Communication Process

As the above analysis demonstrates, the impact of CS on communication process differs considerably between 4 groups. As seen from the results, younger participants (from 21 to 40 years old) have a tendency to use CS more frequently than old participants

(from 41 to over 50 years old). One explanation is that the studying environment where English is a compulsory subject for most of the young participants whereas the studying environment where Russian or French is a compulsory subject for most of the old participants. As a result, the young have higher English proficiency than the old. They have a trend to remember and use English more frequently than the old participants. In the total of four age groups, the participants who think CS makes working process easier considerably outnumber the participants who think CS makes working process more difficult (124 participants compared with 76 participants).

4.1.7. The Frequency of Using Code-switching among Different Types of Professions

In the field of Engineering and Technology, the highest frequency was 47%, showing that the participants usually used CS. The second highest frequency (account for 45%) was in the field of Business and Management. Meanwhile, there was a small difference in using CS among the participants in two fields: 35% in the field of Social Science compared with 33% in the field of Education. 40% of the participants often used CS in the field of Service Industry.

4.1.8. The Extent of Using English Terminology and Acronyms among Different Types of Professions

In case of technical topics, their items are likely to be from English [43]. Participants use English jargons or acronyms at the high level because they may not be able to express what they mean in Vietnamese. They choose to switch to English to compensate for the deficiency. It is concluded that using English jargons and acronyms is predominant among Vietnamese people. CS can create a more

comfortable environment for interaction and bring benefit the interlocutors and achieve certain positive results.

4.2. THE FUNCTIONS AND THE MOTIVATIONS OF VIETNAMESE ENGLISH CODE-SWITCHING IN COMMUNICATION PROCESS

4.2.1. To Talk about a Particular Topic

People sometimes prefer to talk about a particular topic in one language rather than in another. It was very interesting to find that the working staff in the field of international scholarship and studying abroad used CS at a high degree. Look at the examples below:

(4.1) *Speaker A: Em có nên gửi mail đến Prof để hỏi xin **research documents** không ạ?*

*Speaker B: Xin **research** ở Úc thì bắt buộc phải có **nominated supervisor** và **proposal** đi kèm với **application form**..... [79]*

As seen from the excerpt, the speaker's use of English referential terms such as "**research documents**" and "**nominated supervisor**" was not because of the lack or unfamiliar terms in Vietnamese. The Vietnamese equivalence, "**tài liệu nghiên cứu**" and "**người hướng dẫn đề tài được chỉ định**" did not occur in the speech. In the excerpt above, the advisor intentionally used English in this particular topic because most of the papers or the application forms for overseas study or international field were in English. It may take a lot of time for him to translate these terms into Vietnamese. He thought it was not necessary to do the translation because his interlocutor must know these terms in English if she wanted to study abroad. Moreover, he switched to English because he felt convenient to be emphatic in his second language rather than his first language.

4.2.2. To Sign Social Relationships

CS can also be seen as a tool to indicate the social relationships between the participants. The use of English pronouns can avoid rank signal and equalize power relations between speakers and listeners [17]. Look at the example below:

(4.2) “*Hi. You khỏe không? I có chuyện này hay muốn tell you mấy bữa nay nè... Wow, áo cute quá!*” [96]

In certain speech context, the speaker switches from a “Vietnamese address term” to English personal pronoun to signal a change in her/his attitude toward the addressee. In terms of Myers-Scotton's Markedness Model, the appropriate use of person reference forms in English is the “unmarked code choice” in analyzing the code-switch of personal pronouns in this conversational context.

4.2.3. To Use Terminology (Jargon) or Acronyms

a. Jargons and Acronyms for Electronics

The effectiveness of switching electronic terms is more convenient by calling names of electronic equipment directly in English than by paraphrasing these terms or thinking of appropriate equivalents in the Vietnamese language.

(4.3) “*màn hình LCD, dòng AC, mạch IC, bản mạch chipboard, đĩa CD, đèn LED*”. [87]

From my observation, a large number of jargons and acronyms for electronic equipment were used. Instead of using a long expression, speakers just use acronyms to shorten their ideas in an effective way, for example, LED is the abbreviation for Light Emitting Diode in English, or “Diode phát quang” in Vietnamese, speakers use the word “LED” which is quite common in electronic field. These CS items guide workers to reach easily, to understand quickly in actual working process.

b. Jargons and Acronyms for Information Technology (IT)

In terms of English for IT, technical words or phrases involve IT field with its own characteristic vocabulary. Utterances using items such as “*laptop, update, file, font, mail, print, ROM, RAM, mạng LAN, CPU, con chip, program, browser, screen, network, users, connect, link, game online*” were treated as single terms whereas their explanations or full forms are regarded as compound terms. Many IT terms are inserted in Vietnamese because their Vietnamese equivalents are dispreferred.

c. Jargons and Acronyms for Economics, Politics and Science

(4.4) “*Khu vực mậu dịch tự do ASEAN (AFTA); ký Hiệp định khung với EU (1995); tham gia Diễn đàn Hợp tác Á - Âu (ASEM) năm 1996, Diễn đàn APEC năm 1998*” [90]

Applying English directly in Vietnamese requires interlocutors to have an in-time reaction in thought when producing equivalents adequately. Instead of “*Quỹ Nhi Đồng Liên Hiệp Quốc*”, speakers just said “UNICEF”. This was a clear case of English acronyms. Compared with these standard Vietnamese equivalents, the English acronyms saved speakers up to 3 syllables.

Other popular examples in the domain of entertainment, business, and political issues are WTO, NATO, VIP, CNN, BBC, Starworld, visa, marketing... The functions of CS lie in the fact that English terms in these fields are considered more convenient, especially shorter and well-known acronyms.

4.2.4. To Signal Language Preference

Studies have shown that speakers tend to code-switch to fill lexical gaps in the language of interaction. However, a closer look at

the data showed that speakers did not only code-switch due to the lack of vocabulary, but also as a language preference.

(4.5) *Trong trường hợp máy bay **delay** hoặc thay đổi kế hoạch anh phải **confirm** lại cho em*. [92]

(4.6) *“Phong cách thời trang **nude, fair play, live show, topic, update, theo xu hướng bodysuit**”*. [93]

It seemed that the English term was preferred because the word “*live show*” was used more compared to “*buổi biểu diễn trực tiếp*”. In addition, these terms often appear in the mass media such as TV, newspapers, or on the Internet. As a result, the availability of the English terms in the speakers’ linguistic preference and the comprehensibility of the terms are easier in English than in Vietnamese.

4.2.5. To Use Proper Names

The use of proper names showed that the informants wanted to keep the culture-specific status of such words when communicating in Vietnamese.

(4.7) *“Nhưng quả là so với sự ra mắt khủng của **The Voice**, người ta lại thấy nhạt vì cái lối mòn đi sâu vào thăm họa âm nhạc của **Vietnam Idol**”*. [91]

Proper names have universal senses such as names of persons, names of famous places, game show, TV show and so on. Using native words and expressions for proper names may add local color to the message, give clear explanation and enrich the message.

4.2.6. To Use Interjection (To Insert Sentence Connectors or Discourse Frame)

Interjection is a word or an expression, which is inserted into a sentence to convey surprise, to attract or to hold listeners’ attention.

Interjection can be a short exclamation: **“Hey!, Well!, Look!”**

(4.8) **“Well, giờ mọi việc đã chuẩn bị xong xuôi, khỏe!”** [111]

(4.9) **“So, chỉ còn chờ reply của công ty đó nữa hả chị?”** [112]

CS is also caused by trigger-words such as **“you know, by the way, you see, anyway, tell you what, you know what”** [9]. Interjection can also be conjunctions such as “so”, “then”, “ok” to frame the discourse, to make the topic discussion smoothly.

4.2.7. To Exclude Other People

(4.10) *The tourist: “This bracelet is very beautiful. I want to buy it for my daughter. How much is this bracelet?”*

The tour guide said to the salesperson: “Vòng đeo tay này làm bằng gì vậy, thấy cũng được, bao nhiêu vậy chị?”

The salesperson: “Vòng dây bằng bạc có đính pha lê. Em nói ông Tây 500 ngàn rồi có gì chị em mình tính sau!”

The tour guide turned back to the tourist: “Do you really want that bracelet? It is very nice and it is made of silver, so it costs 50 dollars. I think it deserves”.

The tourist: “No problem, I buy it” [115]

In the excerpt, the only person that was a good bilingual was the tour guide. He talked to the tourist in English to exclude the salesperson or to avoid being overheard. On the other hand, the tour guide talked to the salesperson in Vietnamese to exclude the tourist. Because of a good bilingual, he could run a good business in that exchange. The tour guide used CS to change participants, addressee selection, in-/exclude bystanders [5].

4.2.8. To Reiterate Messages

(4.11) **“Mua sắm, shopping ở những cửa hàng trong khu chợ đêm vừa thú vị vừa hợp với túi tiền của khách du lịch khi đến Đà**

*Những. Để có một **motivation** cho du khách thì công ty chúng ta phải chú trọng đến điểm này”.* [116]

Because the speaker wanted to clarify his speech and made the content runs smoothly, he used “mua sắm” and “shopping” to indicate the same message. Gumperz [26] points out that this replication can be interpreted to clarify the meaning of the message or to give emphasis and more strength.

4.2.9. To Give Quotation

Another function of CS is quoting what other speakers have said. The participants usually switched from Vietnamese to English so as to quote a famous expression, a proverb, a well-known phrase.

(4.12) *“Khi em vào làm ở công ty này thì phải **“Do as the Romans do”**”.* [117]

Instead of giving Vietnamese idioms, the speaker quoted a famous English idiom to give advice for a new employee to obey the regulation in the new working environment in that company.

4.2.10. To Dramatize Keywords

English is a useful additional linguistic resource compared to Vietnamese. The data showed that speakers also used CS for a dramatic effect in order to attract listeners’ attention.

(4.13) *“tuổi **teen, hot girl, hot boy, rất hot, idol, fair play, street-style** mùa đông, đồ siêu **cute** với **ankle boots, gây shock, mini-skirts** sắc màu, theo xu hướng **bodysuit**”.* [93]

The speaker’s use of the matrix language (Vietnamese) + the embedded language (English) was to highlight the speech and resulted in the dramatic emphasis on the situation. As suggested by Jacobson [38], the dramatic effect on the listeners can be achieved through using CS expression of keywords from original language and

it can make the version be more professional and adequate to every bilingual worker's knowledge.

4.2.11. The Frequency of Using Functions of Vietnamese English Code-switching in Communication Process

Participants switch to English from Vietnamese, they purposefully construct the group identity and a professional working environment where Vietnamese and English can be used alternately to achieve the exact information. The functions for switching represents essential factor "*solidarity with listeners, choice of topic, and perceived social and cultural distance all together play an important role in the speaker's choice*" [76, p103]. CS has also been identified as a means of solidarity, or affiliation to a particular social group, so it should be viewed from the perspective of providing a linguistic advantage rather than an obstruction to communication.

4.3. THE ATTITUDES TOWARDS CODESWITCHING

4.3.1. Monolingual's View of Codeswitching

The survey dealt with the negatives that came with using CS during communication process. It was found that a majority of the respondents agreed that "*codeswitching has a negative influence on communication. It will destroy the purity of the Vietnamese language*". Overall, participants generally responded to the statement by agreeing (50%) rather than disagreeing (34%).

4.3.2. Bilingual's View of Codeswitching

It was also found that a majority of the respondents agreed that "*CS has a positive influence on communication. It is an effective way to transfer messages*". Participants generally responded to the statement by agreeing (59%) rather than disagreeing (29%).

4.3.3. A Fairly Unbiased Views on Codeswitching

The participants were aware that CS could possibly have a negative influence on communication. It will destroy the purity of the Vietnamese language. However, they acknowledged that CS is an effective way to transfer messages. It has a positive influence on communication. Moreover, the observation and the analysis of the data reveals mixed attitudes towards CS behaviour. These attitudes were largely influenced by the participants' English language competence. The less proficient respondents admitted that they did not have enough ability to understand some sentences, some phrases, or even some words in English. That was the reason why they did not like the use of CS, especially intersentential CS. On the other hand, the more proficient group held quite favourable attitude towards CS. They felt that the use of the English language should be maximized because a lot of materials and references in their companies and workplaces are available in English.

Table 4.3: G1's and G2's View on Positive Influence of CS

Choice \ Group	High English Proficiency Group (G1)	Low English Proficiency Group (G2)
Strongly Agree	27	8
Agree	72	12
Not sure	4	21
Disagree	2	25
Strongly Disagree	2	27
Total Number of Respondents	107	93

Studies have revealed that attitudes towards CS can be formed by specific factors such as language status, degree of proficiency and

personal judgment on the language use [24]. Positive attitudes towards CS have been attributed to communicative strategy, social group reinforcements [24]. It helps to bridge a gap in the discourse and plays a role of compensatory strategy. On the other hand, negative attitudes towards CS are associated with bad manners, language pollution and linguistic incompetence [24].

4.3.4. The View towards Code-switching in Different Settings

The respondents are able to distinguish between working environment and informal setting. The former, which is characterized an English competency and professional knowledge needs CS as a communication device to transfer message correctly and effectively. The latter, which is not characterized an English competency may not encourage CS.

4.3.5. Summary

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

In this study, the phenomenon of using CS at workplaces was analysed with quantitative and qualitative approaches. Based on a framework adapted from Gumperz [26] and Auer [3], the functions and motivations for CS were identified and classified. The findings have clearly answered the four research questions posed in this study.

Firstly, it is clear that the frequency of CS largely depends on the environment the participants work. They have a tendency to use CS at workplaces much more frequently than outside workplaces. In addition, a small amount of the participants could adequately communicate in both Vietnamese and English while others limited

their use of English in one utterance with some English words. This is one of the main reasons why CS at word level has the high frequency. Moreover, the data gave strong evidence that the high English proficiency group often used intersentential CS more frequently than the low English proficiency group. It is also concluded that using English jargons and acronyms is predominant among Vietnamese people. Speakers choose to switch to English to compensate for the deficiency. There will always be many combinations of language use. One language might help the other, and sometimes both together may create a new idea, outlook and thought. Therefore, English is a useful additional linguistic resource compared to the Vietnamese language.

Secondly, the study aimed to provide an overall view of the functions that CS fulfills in conversations. It was found from the data collected that the participants switched to English so as to talk about a particular topic, to use interjection or to sign social relationships. Participants also switched to English when they wanted to give quotation, reiterate messages, dramatize key words, sign language preference or exclude other people from the conversation. The data presented a very rich description of speakers' use of CS as communication strategy.

Thirdly, the study attempted to examine the respondents' attitudes towards CS in order to attain a clearer picture of their CS habits. The participants exhibited different attitudes towards CS. They were aware that CS extensively might destroy one's language. More importantly, they feel that CS is a very necessary communicative strategy in a particular context. [24].

In addition, the participants can establish the domains where CS is allowed and where CS is unacceptable. It is reported that the participants could distinguish between different settings to code-switch whereby switching in a professional setting is good while switching in a social setting is not good. The working environment needs English competency and professional knowledge to transfer message correctly and effectively. Meanwhile, the social settings are not characterized an English competency may not encourage CS.

In short, this paper has made an attempt to better understand the trends of using CS in working environment. As the world has become a global village, it is necessary for everyone to study and use some foreign languages fluently. The internationalization of our society and our widening of contacts both within our own communities and throughout the world have facilitated the phenomenon of CS [35]. The functions and the motivations of CS could be attributed to many factors and must not be underestimated. CS is both inevitable and necessary at workplaces. It is not only a part of communicative resources of a bilingual repertoire but also an active part in the working experience.

5.2. IMPLICATIONS FOR PRACTICAL SOLUTIONS

Based on the research, CS should be seen in a more positive light. Although using CS extensively could distort the purity of the Vietnamese language, CS should be used as a communicative strategy, especially the underlying benefits that can be elicited from skillfully alternating between the two languages. Furthermore, the way of using CS should depend much on whom speakers talk to, where the conversation takes place and the nature of the message that is being conveyed [29].

The valuable contributions of this study can be shown in teaching and learning foreign language methodology. Language is a subject that requires much practice. People who want to improve their learning language must practice to remember words, sentence structures, grammars. The code exchange occurrences should be welcomed to increase English competency level. Speakers have to be tactful, but not lazy to apply too many CS terms in the communication. CS is neither a random phenomenon nor a sign of linguistic deficiency. Rather, it is a negotiation between language use and the communicative strategies of speakers. Therefore, CS should be employed as a tool to achieve communication intents.

5.3. LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY

Beside the positive contributions, there are several unavoidable limitations would have affected the data collection and the data analysis of this study. Firstly, the sample size consisted of 200 participants. This number is limited and hence it could be concluded that the findings from this research might not be sufficient to make major generalizations. A larger sample size involving more participants will generalize the use of CS at workplaces.

Secondly, more researches about Vietnamese English CS can open full picture of CS in Vietnam. Suggestions for further study should be concentrated as follows:

- A study on Vietnamese English CS in leisure activities
- A study on Vietnamese English CS between male and female
- A study on Vietnamese English CS as a strategy in English learning process