

Code-Switching among Local UCSI Stem and N-Stem Undergraduates during Knowledge Sharing

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Abstract : In the Malaysian education system, a formal setting of English language learning takes place in a content-based classroom (CBC). Until recently, there is less study in Malaysia, which researched the effects of code-switching (CS) behaviour towards the students' knowledge sharing (KS) with their peers. The aim of this study is to investigate the frequency, reasons, and effect that CS, from the English language to Bahasa Melayu, has among local STEM and N-STEM undergraduates towards KS in a content-based classroom. The study implies a mixed-method research design with questionnaire and interviews as the instruments. The data is collected through distribution of questionnaires and interviews with the undergraduates. The quantitative data is analysed using SPSS in simple frequencies and percentages, whereas qualitative data involves organizing the data into themes, followed by analysis. Findings found that N-STEM undergraduates code-switch more as compared to STEM undergraduates. In addition to that, both the STEM and N-STEM undergraduates agree that CS acts as a catalyst towards KS in a content-based classroom. However, they also acknowledge that excess use of CS can be a hindrance towards KS. The findings of the study can benefit STEM and N-STEM undergraduates, education policymakers, language teachers, university educators, and students with significant insights into the role of CS towards KS in a content-based classroom. Some of the recommendations that can be applied for future studies are that the number of participants can be increased, an observation to be included for the data collection.

Keywords : switching, content-based classroom, content and language integrated learning, knowledge sharing, STEM and N-STEM undergraduates

Conference Title : ICSSAH 2019 : International Conference on Social Sciences, Arts and Humanities

Conference Location : Sydney, Australia

Conference Dates : December 02-03, 2019