

**A STUDY OF CLASSROOM DISCOURSE  
FOCUSING ON MYANMAR-ENGLISH  
CODE-MIXING AND CODE-SWITCHING  
IN THE POST-GRADUATE CLASSES  
AT THE UNIVERSITY OF YANGON**

**PhD DISSERTATION**

**MAY SAN YEE**

**DEPARTMENT OF ENGLISH  
UNIVERSITY OF YANGON  
MYANMAR**

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**Abstract**

In Myanmar, English is taught as a foreign language from Grade 1 upward. At higher education institutions, the medium of instruction is English. The present study focuses on classroom discourse of the post-graduate classes at the University of Yangon. The aims of the study were to determine whether or not code-mixing and / or code-switching occurred in the post-graduate classes; if so, to examine when and why the teachers code-mixed and code-switched and to delimit the scope of the practice. This study tried to find out whether there were similarities and differences in the functions of code-switching in these classes and to compare these functions with those reported in the literature of other countries in order to see whether there were correspondences between them or not. This study also examined what speech acts could be identified and in what language such acts of different types were performed. It analysed the structure of classroom discourse of these classes. The data was collected through classroom observations and audio-recordings of classroom verbal transactions. The transcribed lectures were then analyzed in terms of language functions, speech acts, functions of code-switching and the structure of lecture. It was found that code-switching and code-mixing did occur in these classes. The phenomena occurred more frequently in non-English specialization classes than in English specialization. The teachers code-switched and code-mixed mainly to convey meaning effectively. It is recommended that code-switching should not be encouraged in English specialization classes but it may be permitted in the non-English specialization classes only to fill the linguistic gaps between the teachers and students. The practice, however, should not be allowed in the post-graduate classes for long. Teachers should use discourse signals and cues in English to let students get used to the changes in the structure of lecture. A better understanding of code-switching may have a positive impact upon teaching. This study may contribute towards improving the teaching/lecturing strategies at higher education institutions as the findings could suggest implications for understanding language use in the classrooms where the medium of instruction is English and the mother tongue of the teachers and students is Myanmar. It is hoped that this study will help reduce or minimize the use of Myanmar in teaching content subjects through the medium of English at higher education institutions where English is not mother tongue.