



"وجهة نظر الطلاب في تبديل اللغات عند تقديم العروض الشفوية"

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Students' Attitudes towards Code-switching in Oral Presentation

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الملخص:

تلعب اللغة الإنجليزية في ليبيا دور اللغة الأجنبية التي تم اعتمادها على مستويات مختلفة من حيث المؤسسات او الكليات الجامعية كوسيلة للتعليم. نظرياً من المفترض أن تستخدم جميع البرامج الاكاديمية اللغة الإنجليزية كوسيلة للتعليم. من الشائع جدا استخدام تبديل اللغات بين اللغة الام واللغة الإنجليزية في العروض التقديمية الشفوية داخل قاعات الدراسة الجامعية، حيث اعتاد طلاب التعليم الجامعي على التبديل بين اللغات في قاعات الدراسة للتعبير عن أنفسهم بشكل واضح وهو موضوع هذا البحث حول تبديل اللغات بين اللغة الام (الأولى) واللغة الإنجليزية (الثانية) من قبل طلاب الجامعة عند تقديم العروض الشفوية. تتكون عينة الدراسة من 100 طالب داخل كلية التربية جامعة سرت. أُستخدم الاستبيان في هذه الدراسة حيث وُزع على عينة الدراسة وتم تحليل البيانات عن طريق SPSS. حيث توصلت هذه الدراسة الى بعض النتائج منها مدى فعالية هذه الطريقة لدى الطلاب كاستراتيجية على عدم كفاءتهم في اللغة الإنجليزية او لقلّة المامهم بعدد كبير من المفردات بهذه اللغة.

الكلمات المفتاحية: الأداء اللغوي، العروض الشفوية، اكتساب اللغة الثانية، تبديل اللغة.

Abstract:

In Libya, The English language plays the role of a foreign language that has been adopted in different levels, whether in terms of institutions or university faculties as a medium of instruction . While theoretically, all academic programs are supposed to use English as the medium of instruction, code-switching is common in classroom settings throughout oral presentations. Undergraduate education students used to apply the code switching in class room , which is the setting of this research . This paper, therefore, attempts to identify the attitude of education students towards code-switching when presenting oral presentations and also evaluate how frequently it occurs in students' speech. The sample consisted of 100 students from the Faculty of Education who are also currently pursuing their bachelor's degrees. A questionnaire was as tools that was employed in this research; it was distributed to each student out of the total of 100 through the link using a Google Form. The present data were analyzed using descriptive statistical procedures by using spss . This research showed that code-switching was being applied a positive attitude by students when making oral presentations. Most of the respondents believed they employed code-switching as a strategy to reply for their insufficient proficiency in English, such as in vocabulary, and deliver their oral presentations more smoothly. The following are critical implications, as well as recommendations for further research.

Keywords: code-switching, language performance, oral presentation, second language acquisition.

1-Introduction

Code-switching refers to "the use of expressions from more than one language in a single conversation" and is a very characteristic feature of bilingual and, broadly speaking, multilingual communities. (Wardhaugh, 2006). Scholarly research has so far established that this is not only instinctive behavior but it also follows certain rules to fulfill certain aspects of communicative efficiency while playing several sociolinguistic roles at the same time, such as topic modulation, display of social relationships, and negotiation of identity. Within the control of (L2) acquisition, code-switching has conventionally been regarded as an error and an indicator of inadequate linguistic competence, with scholarly inquiries predominantly centering on the analysis of the occurrence and trends of code-switching among learners of a language, Alang and Idris (2018). Nevertheless, taking into account the fundamental recognition that the linguistic resources already possessed by learners can enhance rather than hinder second language (L2) acquisition, it is essential to adopt a more affirmative pedagogical perspective that recognizes the innate capabilities of L2 learners in maneuvering through various languages.

Specifically, the integration of L2 learners' first language (L1) into the educational framework has been recommended to improve their comprehension of the target language, its grammatical structures, and the overall transfer of knowledge. Also, in the case of a presentation by bilingual or multilingual learners, it is taken for granted that code-switching will naturally form an intrinsic part of the presentation. The students in an EFL class are assumed to possess different levels of proficiency in English.

(Butzkamm, 2003).

Some have higher than expectations in English, others struggle with difficulties and make even immense efforts to master the English language proficiently. There might be many reasons that influence the performances of students in an EFL classroom. For instance, there are two sides of using English in terms of fluency in large cities students speak English fluently while in the poor areas students face some difficulties when they use English. (Cook, 2001).

Therefore, code switching has been studied extensively by many researchers. The traditional belief is that L2 is best learnt and acquired by exposing the students to L2 as much as possible.

This principle is in line with Krashen's idea, as stated in his Natural Approach theory on language acquisition; Heredia & Brown, 2005; however, this might be challenging for students without early life exposure to the language or limited vocabulary exposure to put into practice effectively.

Statement of the problem

As Malik (1996) defined it as, multilinguals usually clarify that code switch occurs when one does not find a suitable expression or words or at times the language of dialogue does not have the special term needed to continue the conversation smoothly.

Recently, some scholars have shed light on the use of mother language in the target language at classroom. Moore (2002) insisted that occasional use of L1 by both the teacher and students in the L2 or EFL classroom would facilitate the learners to understand better and create positive attitudes toward learning the target language. Moore 2002 stated that, code mixing is a phenomenon that happens around the world, especially where there is native bi or multilingualism. However, recently, there has been an added pressure on English teachers to teach their lessons wholly in English. One may wonder if students actually understand

what is being presented or expressed. Also, one may ask how easily are these presentations understood.

A considerable number of researchers have engaged in extensive discussions over the years to investigate first language (L1) within second language (L2) classrooms among educators and learners.

The question which is bound to arise and which is relevant to our discussion is whether code switching should be banned or allowed in education setting . Indeed, two apparently conflicting views on this issue exist. First, a section supports a ban on code switching in classroom language. On the other hand, another opposite view suggests that code switching should not be banned in schools. Much research supports code switching (e.g. Nordin et al., 2013; Modupeola, 2013; Chowdhury, 2013).

They say that using code-switching inside EFL/ESL classrooms can be a facilitator especially in low proficiency levels. Besides, it can play an effective role in creating intimacy inside a classroom, and making students feel relaxed. However, there are some other empirical studies (Ling et al., 2013; Lara, 1990; Thompson, 2006) which could not find a relationship between code switching in a classroom and achievement in exams.

to be concluded that the potential use of code switching in the educational setting did not contribute to improved student examination performances. Though the study of code switching has been constantly conducted with various researchers such as Alshammari (2011), Khresheh (2012), Moghadam et al. (2012), and Hamidi & Najafi (2012), the case of Libya remains largely under-researched.

Previous studies

Code switching is as phenomenon multi lingual communities

Code switching is a phenomenon that is impossible to avoid and has been subsisted in multilingual and multicultural social groups for so many years. Many scholars have been debating for many years concerning the use of first language (L1) in the second language (L2) classroom among teachers and students. The traditional belief is that L2 is best learned and acquired by exposing the students to L2 as much as possible. In this paper, readers will be able to see three different researches about code switching phenomenon that are conducted in three different countries which are China, Iran and Malaysia. This research is also conducted by three researchers from different cultures. That means we are able to see three different point of view regarding code switching phenomenon. This is proof that code switching is a world-wide phenomenon. such as the normal discussion that may happen between people in different situations,they might use two languages while they are speaking . (Cook, 2003)

Code switching in classrooms

It should not be allowed in language classrooms, this issue has been from long time that occurred in the different education levels . In this paper , researchers argue about which are the reasons behind not being banned in language classrooms this issue . According to D.O. Dallins (1998) in his book entitled *Linguistics at Work: A Reader of Applications*,stated that code switching occurred when one language or more languages mixed while the speaker was speaking . There are some advantages when students use the code switching as the students helped them to gain new knowledge or explain it effectively.

(Ahmad,2009), claimed that code switching was useful to students in terms of they usually feel interested in what they learn and what the teacher explains to them,hence they feel less stressed and more comfortable to gain the knowledge in this way .

However there are some disadvantages prohibit code switching, they might be less motivated and will not participate in the classroom. It is because when code switching occurred (Ahmad, 2009) said that the students can pay more attention and participate in the classroom. Consequently , it prohibits code switching; the students will become not active and unenjoyable in the classroom. Less exposure to the second language can be another disadvantage .

Brown, 2007 stated that code switching is one of the factors that may help students to enhance their learning motivation especially in language classrooms In addition, teachers usually try to create an effective environment in the classroom. due to interaction between teachers and students or with themselves can be a more effective and interesting classroom .

Research Methods

The research design employed in this study is descriptive in nature, utilizing quantitative methodologies to collect data and perform analyses of the resultant findings.The main justification of using this design is that one can have a large and representative sample size in the investigation. Moreover, the quantitative approach also applies statistical methods to correctly evaluate numerical data (Marczyk, DeMatto, & Festinger, 2005, p. 17), which may be able to establish the validity and the reliability of the information gathered.

Respondents

The sample size for the present study consisted of 100 candidates at the Bachelor's level in the Faculty of Education.

Research Instrument

In this paper a questionnaire applied as an instrument which was adopted from Al-Qaysi 2016. This questionnaire consists of couple parts: Section A is a demographic of the respondents' details like gender, age, and years of study; Section B, which has 9 items, on respondents' perceptions regarding the use of code-switching during oral.requests that the respondents tick the mark from 1 to 5 for each statement, where 1 means Strongly Disagree and 5 is Strongly Agree, in showing their opinions about code-switching during oral presentation. Instrumentation and data collection and analysis procedures, This questionnaire was designed using Google Forms, and a web link was shared with participants by different social media programmes to ensure accessibility for students. The data from questionnaire were analyzed using SPSS , version 22.0. Descriptive statistics, namely frequency and percentage.

Findings

Students' Attitudes towards Code-switching in Oral Presentation A total of 100 students responded to the survey. Section B consisted of 9 items developed to measure participants' perceptions in relation to code-switching during oral presentations. Data were analyzed using SPSS version 22.0 and assessed using descriptive statistics in the form of frequency and percentage to yield the results of the study

N	Items	SD	D	N	A	SA
1	In oral presentations , code switching improves communication abilities .	06 %6	20 %20	20 %20	30 %30	24 %24

2	Code switching, aids language proficiency for oral presentations.	02 %2	04 %4	01 %1	65 %65	28 %28
3	Using code switch demonstrates the level of education, particularly when it comes to oral presentation.	20 %20	02 %2	32 %32	25 %25	03 %3
4	When a word in English is unfamiliar students switch code	01 %1	03 %3	10 %10	20 %20	23 %23
5	Code switching helps to convey new words easily.	05 %5	02 %2	01 %1	42 %42	50 %50
6	Code switching makes students feel more comfortable and confident in oral presentation.	04 %4	03 %3	05 %	40 %40	48 %48
7	Code switching allows expressing different ideas between languages .	01 %1	02 %2	10 %10	48 %48	38 %38
8	Code switching makes a better understanding of what the students present	01 %1	02 %2	07 %7	60 %60	30 %30
9	Code switching from mother tongue in oral presentation helps me practice L2 that I use .	02 %2	03 %3	01 %1	56 %56	38 %35

Discussion

The findings of this study based on the findings of some previous studies. Most of The students displayed a positive attitude toward code-switching during oral presentations. These some of benefits gained when using code-switching in oral presentations. First, code-switching overcomes students' L2 limitations. They agreed that code switching assisted them in allowing the smooth introduction of new words. In addition, a large number strongly agreed that code-switching permitted them to express an idea that they could not have expressed in the other language.

The findings are agreement with Argellan et al. (2019), freely, students might be able to share their ideas verbally by mixing two languages. On the other hands students conscious intention can use code switching orally to clarify their ideas and to make ease communication. This paper has led to positive conclusion that code-switching helps students, particularly when giving oral presentations. The numerous benefits that code-switching provides in English have caused students to return to their first language during oral presentations. . Moreover ,Sardar et al. (2015) described that code switching might happen in oral presentation when students had some lack of target vocabulary language . Also , in oral presentation , they concurred that code switching from their mother tongue ll aided in their second language practice . Consequently, it facilitated the enhancement of their linguistic abilities, allowing them to enhance their understanding of what is being presented to them. Based on current research, it can be assumed That code-switching during oral presentations has a lot of potential benefits for students. Among other things , practicing code – switching could help in their vocabulary developments . (Yana,& Nugraha, 2019).

Secondly, code-switching allows learners to be more confident. Most of the students allow one to feel at ease and build confidence while delivering an oral presentation; improving their abilities in communication. This supports the conclusion reached by Hakim, Arflida, & Satriani,(2019) that code-switching enhances the learners' confidence. Using the first language aids both confidence, security, motivation, and friendship created in the process of teaching-learning.(Peregoy & Boyle, 2013). Thus, L1 is used in the classroom, especially during oral presentations.

The findings of this study , also show that the majority of the respondents in this study during oral presentations frequently code-switched. They were always code-switching to L1, that is when They did not know what its equivalent in English was. Also, they often used it to explain a concept. In the light of these findings, it could be said that when students employed their L1,They couldn't feel free while using English in expressing themselves. For instance, the learner may be unable to recall relevant phrases or sentences in the target language, and talk in the target language. Inaccurate usage of language causes misunderstanding. Hence, to avoid this type of Poor recall of certain vocabulary results in code-switching and, hence, an error.

making oral presentations. Hence, this is clear proof of their failure in the second one.

Language also, according to Tabassum, Rafique, Akram, and Khan (2020), explained that a large number of students modify their linguistic code to address their deficiencies in the English language. As elucidated As Eldridge, 1996:305-307 states, communication among students is often hampered by an inadequate competence in the intended language. He also claims that the learners switch between languages.

Hence, because of one's perception of greater comfort in using one language over another, they therefore Individuals typically transition to the language in which they possess greater proficiency, particularly during moments of anxiety.

This finding confirms the existing observation that the participants frequently used code-switching when they were nervous during oral presentations.

The majority of the respondents used their first language most of the time in a speech in order to make sure a flawless delivery.

Consequently, the participants may have often engaged in code-switching to circumvent these situations. Nevertheless, the elevated occurrence of the code-switching phenomenon among the participants is Code Switching is not only common in oral presentations but has been ingrained into their daily activities. This suggests that code switching has become a habitual phenomenon among these participants, as they also often code-switching in their everyday discourse and among their peers.

implications

The study's conclusions have significant implication , particularly for educators and learners in postsecondary educational institutions . Educators and learners should be fully informed of strengths and weaknesses in using Code Switching within the educational setting represents an effective tactic that can be used in the classroom to promote the educational process. Rather than viewing code-switching as an obstructive feature, in acquiring a second or perhaps any foreign language,

Skiba, 1997 suggested that teachers view it as "a web of interrelated languages that learners are acquiring." It represents an integral Methodology both for the academic environment and for the "communicative competence approach".

Conclusion

In all, the participants of the current study view positively toward the use of codeswitching when delivering oral presentations. They strongly agree that code-switching is employed in enhances their oral presentations. However, the high frequency of use in code-switching

among For these bachelor's degree students, their problems mainly arise from their second language.

This has become a source of concern regarding the long-term implications of such a trend. regarding their proficiency in English. Therefore, it suggests that both teachers and students must endeavor to. They must be aware of the merits and demerits of such a strategy and need restraint and moderation in the application of corrective corporal punishment in the educational context. Libyans are expected to study English for no less than eleven years in their formal education. education, still language alternation or code-switching occurs among tertiary students in the classroom environment, be it through oral presentations.

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