Code-Switching in Speaking Classes

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In EFL classrooms in general and English Speaking classes in particular, there is a debate about whether code-switching is helpful or harmful for student acquisition. Some teachers see it as a barrier while other educators think it can be beneficial in the English language learning process for EFL students. This research examines how code-switching can assist EFL earners in learning English in a speaking class context. Several studies have reported that code-switching is popular among ELF students since it serves as a communication tool. However, the students' perception and usage are underrepresented. This investigation looks into how 80 EFL students of grade 11 at a Vietnamese high school perceive code-switching in speaking classes. The survey includes both multiple-choice and open-ended questions. It examines how EFL learners at different proficiency levels identify the common trends in students' perception and the reasons and experiences of students related to code-switching in speaking classes. The results show that beginners and intermediate learners tend to see code-switching in light of using it in order to bridge the lexical gap between their native language and English when speaking. Advanced learners are comfortable with code-switching. However, the results are that they rarely use it. The study suggests that educators can strategically utilize code-switching to support learners, at beginner and intermediate levels.

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