The Roles of Language Shift in English as Foreign Language (EFL) Classroom Communication

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Abstract

This study discusses language shift in English classes for Indonesian students. Language shift refers to multiple languages use in all interaction types, as well as teaching and learning. The study was written in library research methodology. This study has an objective to describe the roles of language shifting in the use of Indonesian that occurs in classroom communication.

Keywords: Language Shift, English Classrooms, Multilingualism

Introduction

The diversity of regional languages spoken throughout Indonesia is one of the many cultural characteristics of the multicultural nation of Indonesia. The local identity that identifies an individual's ethnicity in each region of Indonesia is the regional language for the Indonesian people. The variety of regional languages is a cultural asset that the Indonesian people have had since ancient times. In this age of globalization, all facets of life have evolved, and as a result, the community's way of life has unavoidably been impacted by these developments. One of them is the use of language in the environment is also experiencing development. In line with that Diana (2016) revealed that along with the increasingly advanced times in society both in knowledge, economy, and technology, the function of Indonesian languages as a means of interaction has gradually shifted, this is because these various advances are also supported by the expansion and power of language use more dominant which is used in various aspects of everyday life in society.

The demands of the increasingly advanced times show which language is the dominant language that is most prevalent in all aspects of people's life. In Indonesia, the language that is considered dominant for the community is Indonesian, which is not the regional language, which is their mother tongue, so that inevitably the patterns of language use in the community experience a shift which can also affect language attitudes regarding the language used in communication. The shifting pattern of language use occurs in the family realm, where in the family domain the use of regional languages as the language of instruction in the family is shifted to Indonesian when communicating between families. The shift that occurs in the family realm is due to the use of dominant language which is considered more prestigious which inevitably shifts the role of Indonesian languages which are widely used in all aspects of life (Tamrin, 2018: 68). The shift in the family realm is due to the choice of language used in communicating with family members. Parents prefer to introduce and use foreign languages to their children.

Some parents who favor using foreign languages experience this because they want their kids to be fluent in those languages because it's necessary in the modern world. One of the factors that parents take into account when communicating with their kids is the use of foreign languages; they prefer to do this because they are thought to be more effective for helping kids learn new languages. Additionally, parents occasionally believe that speaking to their children in a foreign language is more appropriate and up to date in a variety of contexts. While Indonesian is thought to be less suitable for communication in a modern environment, some parents view foreign languages as a way to show that people who speak them

are modern people. In this case, there are various factors that influence language selection, such as participants, situations, domains, and objectives of language use (Fishman, 1972; Sumarsono, 2013, Chaer and Agustina, 2010).

Previous research shows that language shift studies generally focus on certain languages such as Javanese, Sundanese, Bugis, Banjar, and so on or regional languages (Mardikantoro, 2007; Jamzaroh, et al, 2010; Yuliawati, 2008) which experience language shift with language. Indonesian used in daily communication between parents and children. Various previous studies were more micro with the scope limited to certain regional languages which experienced a shift to Indonesian, while studies were macro in nature, namely the shift and maintenance of language in a bilingual or multilingual society, such as big cities in Indonesia.

The phenomenon of language shift is a phenomenon of language shift due to changes in the use of language which was originally used as a mother tongue by the community to communicate, which has shifted to using another language, namely a new spoken language (Mardikantoro, 2007). In line with the previous theory, Holmes (2013) states that language shift is a process where the mother tongue is replaced by another language in the language-user community, when language shift occurs it generally shifts to a language whose language users are more dominant and stronger. Languages that experience a shift and begin to be pushed back by the presence of other languages are characterized by language users that are dominated by the elders and middle-aged people in which there is no language reduction to the younger generation. This indicates that there are other languages that are considered more important for the future of the younger generation (Edwards, 2009). If language shifts continue until native speakers no longer exist, it will lead to the death of language where the function of language is taken over from one domain to another with a more dominant language. If a language is not carried on by the next generation and is not spoken in another place even though there is a more dominant language, then it could be that the mother tongue will lead to the death of the language.

The direction of language shift that occurs in language-speaking communities can be divided into two, namely, a shift in language towards prestigious languages (Appel & Muysken, 1987) or towards languages with strong and dominant groups of language users (Holmes, 2013). Communities make the effort to switch to more prestigious languages because they believe that speaking a national or foreign language in everyday life is indicative of a more affluent and cultured demographic. Conversely, those who do not speak a foreign language or a national one are often viewed as being lower class (Zulaeha & Hum, 2017). Not only that, the use of language that is more prestigious is because a more prestigious language is widely used while regional languages are used only in a limited area such as between ethnicities (Heryanto, Lio, & Tambunan, 2018). One example of a shift towards a prestigious language, such as in his research, Umar said that the language that is considered elite is Indonesian, this is because Indonesian is more prominent in communication with certain parties or situations that have elitist symbols such as; wealth, power, honor and knowledge. In addition, according to Oetomo (1989) Indonesian is considered more prestigious because it is a modern language used in modern places, there is an assumption that the use of regional languages is inappropriate for use in prestigious places. The language shift that is carried out by either the community or individuals to a more prestigious language is because they feel that prestigious language is widely used both in public places and in the work environment, so that people or individuals feel they have a better stratum. Dominant language is also considered similar, Holmes (2013, p.58) states that dominant language is a language that is mostly associated with status, prestige, and social success. The dominant language is used by the community at large for speech in official contexts, ceremonial events, and news readers on television and radio, and by people who are admired by young people such as pop stars, models, and DJs (disc jockeys). It is not surprising that young speakers of languages see an advantage in using the more dominant language and prefer not to use their own mother tongue.

The choice of a language for an individual, family, and community is one of the causes of language shift (Coulmas, 2005). This condition is due to the language selection made by the community to communicate in the long term and is collective in nature by the whole community (Ernawati & Usman,

2019). Fasold (Ernawati & Usman, 2019; Suciartini, 2018) said that language shift is the result of language selection that occurs in the long term, when people choose a new language in a domain that previously used their mother tongue, then when choosing the language used the shifting process begins. The language shift that occurs in the community shows a language that is no longer used by the speaking community either in groups or individually and has switched to using a new language instead of their mother tongue. According to Coulmas (2005) language is like humans, living language and can be passed on to the next generation. However, each generation who inherits their language will make innovations to the language it has inherited from previous generations.

The existence of a shift in a language cannot be separated from several influencing factors. Sumarsono and Partana (2002) quoted in (Bramono & Rahman, 2012) state that the factors that influence language shift include migration, economy, and education. There are two possibilities for migration that causes language shift, firstly a small group of people migrating to a new area which causes their local language to not be used in the new area and secondly, there is a large wave of population movement that occurs in a small area with a small population, thus causing the local population to split with various diversity and language to shift. A newcomer or group who moves to a new area to communicate with the surrounding population must inevitably adjust to using the language of the surrounding population instead of their mother tongue, so that immigrants "abandon" the use of their mother tongue (Chaer & Agustina, 2010) . When people migrate, they inevitably use the language used by the local community, the reason is to make communication easier.

Additionally, industrialization is the economic factor that causes language shift. Indirectly, the more economically developed a country or region is, the more economically valuable a language becomes in the surrounding environment (Raihany, 2015). People are more likely to learn a second language if they perceive an economic benefit from doing so, and this motivation increases when the second language is one that could help them leave their native country (Maemunah, 2016). The existence of a language that has high economic value, people sometimes prefer language that is profitable, as a result, the position of the first language will be slightly shifted. In this context, the use or choice of language that occurs in Singapore, the community is more dominant in using English, even though English has become the mother tongue for the new generation of society and other languages such as Tamil which is in a state of urgency. Singapore society assumes that languages other than English such as Tamil and Chinese do not provide economic value economically. This is because most of the people of Singapore are of Chinese descent who migrated from China and they are involved in business affairs, while the Tamil language is considered used by people who work on plantations or plantation workers. The use of English is considered to have a better profession, so that many people who master English well will get a good job too (Pratiwi, 2014). It is also not surprising that economic factors influence language shift because most people assume that if they use a language that is more dominant or more prestigious, they are considered to have a better economic life.

The school factor is also considered the cause of the shift in the student's regional language, because Indonesian is the mandatory language used in educational institutions, one of which is school. Students at school temporarily do not use their local language when they are in the school environment, especially in the classroom (Maemunah, 2016). They mostly use Indonesian to communicate with teachers while in the school environment (Kamariah & Abdillah, 2016). Based on their findings, Alamsyah et al. (2011) conclude that using Indonesian in the context of schools helps students learn and retain information more quickly and efficiently in classrooms where Indonesian is the language of instruction. But answering the instructor's questions in class becomes much simpler when students are able to do so in Indonesian.

Loyalty to the language-speaking community, language choice, linguistic shifts or changes, and linguistic attitudes are all indicators of how people feel about their language. Loyalty to a language within a community can be seen as an indication of how much of an affinity people have for that language, or how much they know about it. An individual's linguistic outlook can be seen as a reflection of their commitment to their native tongue (Mustika, 2018). Expressions of a person's or a group's attitude toward a language, its speakers, and the way the language makes them feel are all examples of language attitudes.

It's possible for language to reflect positive or negative attitudes (Pratiwi, 2014). The attitude of language is directly related to the speech community, related to choosing the language and determining the language to be used, this causes the choice of the language that will be used later for the next generation, whether regional languages are maintained by continuing to use that language or replacing regional languages with more languages. dominant to be taught to their children (Rahayu & Listiyorini, 2010). The language attitude shown is either positive or negative depending on how a person views the language he uses. This is because language attitudes also determine the selection of the language that will be maintained and used in the language user group.

Language users can show language attitudes in a positive or negative way depending on how speakers of a language respond to the language used. If the language-user community shows a positive language attitude towards regional languages as an important thing which becomes a symbol of the identity of a community group. They will try to maintain the use of regional languages that have long been used. However, if society views a language as a barrier to mobility in the economic field and when it blends into a society that uses a more dominant language, language users show negative language attitudes and shift their mother tongue to the dominant language (Paulina & Kusmiarti, 2019). Therefore, language attitudes are considered to be an important factor in the separate language shift that occurs in society. The status of a language that has a function internationally can give a positive attitude to language users. The growth of positive language attitudes in language users towards certain languages can be influenced by the status of the language itself in the eyes of the world. Not only the status of the language itself but the historical background to support a language, for example French people who feel proud and uphold French, they consider French as a language that has international prestige (Holmes, 1989) quoted in (Djamareng & Jufriad, 2016). Three characteristics of language attitudes are presented by Gravin and Mathiot in Chaer (2004): language loyalty (language royalty), language attitudes that encourage people to maintain their language and, if necessary, prevent the influence of other languages, and language pride. raising people's awareness of language norms and encouraging them to develop their language so that it can serve as a symbol of identity and community cohesion Positive linguistic attitudes encourage others to use language in a considerate and polite manner; these attitudes have a significant impact on how people actually use language.

Lambert (1967) states that the language attitude consists of three components, namely; a) Cognitive components are components that relate to knowledge about the environment and ideas which are usually categories used in a person's thinking process. b) The affective component is a component related to the problem of assessing whether, like it or not, towards something or a situation, then that person is said to have a positive attitude. Otherwise, it is said to have a negative attitude. And c) The conative component is a component related to behavior or actions as the "final decision" of reactive readiness to a situation. These three factors are commonly used to infer a person's outlook on a given challenge. In most cases, there is a strong connection between the three parts of an attitude (the cognitive, the affective, and the conative). However, oftentimes the relationship between the three components is incompatible due to the "pleasant" or "unpleasant" experiences a person gets in society. Attitude can be inferred from behavior if the aforementioned conditions are met. If they don't coincide, however, it's impossible to infer motivation from actions alone.

Various types of languages are used by people to communicate with each other. In certain conditions, an individual when he or she becomes a part of a group of a speech society in a situation where the occurrence of bilingualism cannot be avoided, so that there are times when an individual speaks using two or more languages, inevitably having to choose one of the languages that he must use. The choice of one language can determine a person's language attitude towards the language he uses in communicating with speech partners (Apriliyani & Fathur, 2016). The choice of language made by the community is influenced by social factors. Holmes (2013) states several social factors related to choosing a person's language, including the topic of conversation, the interlocutor, and the social context of the conversation. Besides that, besides the social factors that make an individual choose a language, there are

other factors that can affect language choice, namely the interlocutor factors which include social distance, social relations, the purpose of the conversation, and the level of formality.

In addition to the language selection factor expressed by Holmes, there are other factors related to language selection including (1) participants (speech partners), related to language acquisition or proficiency, socioeconomic status, age, gender, position, education, ethnic background, kinship. , familiarity, power relations, and attitudes towards language; (2) the communication situation, related to the type of vocabulary, place, level of officialness of the situation, and the presence of bilinguals or speakers; (3) the content of the conversation, related to the topic; and (4) the function of interaction, related to the purpose of increasing status, creating social distance, isolating someone, and asking or begging (Ervin-Tripp, 1977; Mutmainah, 2008; Wardhani, Mulyani, & Rokhman, 2018).

The choice of language used by an individual in communicating with the speech partner lies in the context of the situation. The situation referred to is related to two things social background and cultural background. Social background is related to one's priorities regarding the language used in communicating with speech partners, cultural background is related to an individual's knowledge of the language used in the surrounding community in communicating and uploading (Kholidah & Haryadi, 2017; (Wardhani, Mulyani, & Rokhman, 2018).

This paper is a study about NNESTs teaching in EFL/ESL settings. The first part of the paper reviews the strengths of NNESTs. The second section looks into the challenges and problems faced by NNESTs. In the final part of this paper, some possible solutions to those challenges and problems are discussed.

Methods

This research was carried out using a literature-based approach. Books and journals were analyzed for their insights into the benefits and drawbacks of shifting, as well as the difficulties and possibilities that come with it. The process of conducting literature-based research entails an iterative cycle of data collection, data analysis, and the development of a writer's arguments (Barrientos, 1998).

Results and Discussion

Language change in language teaching is undoubtedly important to achieve the goal of teaching and learning English. One of the roles of language change by code exchange in language teaching was to help students better understand the material being given, taught and explained. Because language class members did not have a native language or English background, students found it difficult to understand learning concepts, even when taught in English alone. According to Jogede (2012) , language change in the language classroom has several roles. (2) ease of expression; (3) elaboration; (4) explanation of unfamiliar words; (5) emphasis; (8) identify the person; (9) express emotion;

There are a few findings observed through a few researcher. The first studies become through R. Bunga Febriani in 2007, "The Roles of Language Shift in English Language Teaching (A Case Study withinside the Class of Grammar III withinside the English Department in Universitas Galuh Ciamis)." Changes in language serve primarily through repetition. After a brief pause, the trainer would immediately translate whatever was being said as a form of repetition. Second, language shift facilitates communication, which is evident when once-understood classroom explanations are suddenly lost on the students. The initial portion of the training was conducted in English. The instructor changed to Bahasa Indonesia because the students were no longer showing any signs of understanding the previous language. An additional 0.33 function, elaboration, occurred when students' native languages were used to introduce students to even more information about a topic. The definition of foreign terms is the fourth use. Code-switching served this purpose when the teacher sought out vocabulary or expressions with which the students were not yet acquainted. The second purpose is to highlight something in the business language. As students negotiated their participation in the conversation and sought clarification during the lesson, the function of language shift to invite for clarification played out in the background. Second, language

change serves the purpose of providing instructions. When the instructor realized there wasn't any markers for the lesson, she sent a student to the classroom next door to borrow some. Alterations in language also allow for the specification of an intended recipient. Since the students couldn't learn in English, the teacher's switches were typically used to elaborate on the significance of particular principles and help the students understand what was being taught. Expression of feeling is the only remaining function of language variation.

The 1/3 studies query is how roles make a contribution to coaching ESL withinside the EFL classroom. The findings indicated that the function of language version notably contributed to the fulfillment of coaching and getting to know the situation Grammar III. The function of language extrade offers each college students and instructors a fantastic possibility to be bendy with a view to efficiently gain their desires of coaching and getting to know English as a overseas language in grammar.

Interviews with students confirmed that incorporating language and code switching into the teaching of Grammar III benefited them greatly in many ways. The purpose of this survey was to gauge students' attitudes toward and motivations for supporting language shift. The majority of students surveyed were in favor of receiving language instruction in a classroom setting. Language switching allowed students to communicate in the language with which they were most familiar and successful. Findings also revealed that students with high levels of bilingual communicative competence were the ones who most frequently employed code switching as a means of accomplishing conversational goals and exchanging information with peers.

Code-switching, one of the styles of language shift, is important and inevitable in language classrooms, as the practice has shown sufficient evidence to support principle that its use while learning and teaching English is beneficial withinside the system of teaching and learning English as a foreign language, in this case withinside the concern of Grammar III concern.

The 2d studies changed into with the aid of using Ijudin, Irianti, and Rachmawati in 2007, "The Roles of Code Switching in Speaking English as a Foreign Language." The function of language shift to invite for clarification passed off while the scholars negotiated conversational involvement even as looking for clarification at some stage in the lesson. After that, a language switch serves the purpose of delivering instructions. Example: the trainer realizes there isn't any marker just before the start of the lesson and has a pupil cross get some markers from the adjacent category. Other than that, language shift serves the function of addressee specification. In this role, the teacher's switches were frequently used to help students understand the material being taught because they had trouble grasping it through English alone. The remaining purpose of linguistic variation is to reveal feelings.

Code-switching, as argued by Cook (2001), is an important tool for both teachers and students in the process of acquiring and mastering a second language. Based on this practice, it appears that you agree with this evaluation, as most code-switching gave the reason of helped your students' learning. At the same time, they claim to use as much English as possible, which is what the curriculum requires.

Conclusion

According to Cook (2001), code switching is an important tool for teachers and students in teaching and learning second languages. Based on this study, this analysis appeared to be consistent, as most code switches provided evidence supporting student learning. At the same time, the curriculum clearly says that you must speak as much English as they claim.

One of the purposes of this study was to investigate when and why teachers code-switch. The results show that most of the code switches made by teachers in this study were well prepared and had a clear purpose. Teachers use code switching in situations most commonly represented in previous research. B. Directed and in one-on-one situations. Teachers are usually coded for clarity in teaching, but at the same time she is one of the teachers who switched, mainly for social reasons or lack of target language skills. The students tended to prefer a combination of Indonesian and English in situations such as explanations and instructions. In one-on-one and class discussions, they preferred Indonesian. They also expected their teachers to speak more English. There was agreement between the teacher's and student's visions as to in

which areas the teacher changed the code. An important fact, however, is that teachers did not insist on asking students which language they prefer in different situations. Experience is an important skill as a teacher, but teachers have also learned by asking students what they like and taking their opinions into consideration when planning to use code her switching in their own lessons.

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