
Gender Representation of Code Switching in Students' Presentation: How Do They Differ?

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Abstract

Understanding the impact of gender on code-switching behaviors in student presentations is essential for educators to develop effective communication strategies and inclusive teaching methods. This study aims to examine the occurrence and patterns of code-switching in student presentations, focusing on gender disparities. Using a qualitative methodology, researchers analyzed 12 presentations and identified instances of code-switching according to Poplack's (1980) theory. The results revealed significant gender differences in code-switching tendencies. Female students demonstrated a higher frequency of intra-sentential switching compared to male students. Inter-sentential switching was found to be the most frequently used type of code-switching overall, while tag-switching was the least common among students. The study's findings indicate that female students are more likely to code-switch during presentations, particularly in the forms of intra-sentential and inter-sentential code-switching. These observations underscore the importance for educators to consider gender dynamics when designing teaching practices that incorporate code-switching as a means of effective communication. By acknowledging these differences, educators can better support all students in developing their presentation skills.

Keywords: Gender representation, code-switching, presentation



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1. Introduction

Gender representation in students' presentations through code-switching is a multifaceted issue intricately linked to both linguistic and cultural factors. Research consistently reveals the prevalence of code-switching in educational settings, with students readily incorporating it into speeches, group projects, and even casual classroom interactions (Rinawati & Putra, 2021). Delving deeper, numerous studies by scholars like Hamdan (2023) have identified a multitude of purposes behind student code-switching. These purposes can range from making cultural references that resonate with specific audiences to strategically marking the beginning of a particular communicative segment within the presentation. Furthermore, code-switching can be employed for clarification purposes, allowing students to seamlessly switch between languages to ensure clear understanding of a complex concept. The act can also serve as a powerful tool for self-expression, enabling students to tap into the emotional and cultural nuances embedded within each language (Li, 2011). In essence, code-switching during presentations becomes a strategic communication tool shaped by both the student's linguistic fluency and their desire to effectively engage with the audience.

The classroom thrives on effective communication, with language acting as the lifeblood of every interaction. From lectures and discussions to group projects and presentations, language empowers students to achieve their learning goals and build connections with peers and instructors (Hymes, 1972). Research by Mauliddiyah et al. (2020) highlights the prevalence of code-switching, where students seamlessly shift between languages during various classroom activities. However, this phenomenon can be a double-edged sword for students who lack confidence or fluency in the dominant language of instruction, particularly in multilingual communities (Garcia, 2009). This hesitancy to use the dominant language can be a significant hurdle, hindering students' ability to effectively convey their ideas, emotions, and viewpoints. In these settings, classrooms become a space where students strategically navigate between languages, including English, Bahasa Indonesia, or others, depending on the context and their level of comfort. This code-switching can be a subconscious choice, with students instinctively opting for their native language when self-confidence wanes in the dominant language environment (Li, 2011). While some view code-switching as disruptive, it can also be a strategic tool for students to maintain clarity and self-expression during communication tasks.

Nowadays, presentations have become a cornerstone of student learning, allowing them to showcase their understanding of a topic and develop valuable communication skills.

During these presentations, students often strategically switch languages to deliver clearer explanations or express themselves more effectively (Harmilawati, 2018). This awareness of the need to adapt language use based on the audience and context is a crucial skill that presentations help develop. However, the challenge of using English becomes even more pronounced in English as a Foreign Language (EFL) classrooms. Here, English is usually the primary language of instruction. However, for many students, English may not be part of their daily lives, leading to challenges in fluency and confidence. Non-native English speakers employ various strategies to overcome these challenges, and one such strategy is code-switching within the classroom setting. In the context of presentations within EFL classrooms, code-switching refers to the act of a student shifting between languages, typically from their native language to English or vice versa. This can be a balancing act, as students weigh the need to effectively communicate complex ideas with the pressure to demonstrate proficiency in the target language (García & Kleiman, 2008).

The motivations behind code-switching in presentations can be multifaceted. Some students might use it to clarify terminology or concepts that might be difficult to express in their developing English vocabulary (Flores & Navarro, 2023). Research suggests that code-switching can be a valuable pedagogical tool when used strategically (García, 2009). For instance, a student presenting on a cultural topic might strategically switch to their native language to provide a more authentic cultural reference point for the audience. However, concerns exist regarding the potential drawbacks of code-switching. Frequent code-switching by instructors might hinder the development of independent language skills in students, particularly those who lack proficiency in both languages (Smith & Jones, 2022). Additionally, excessive code-switching within a presentation could disrupt the flow of information and potentially confuse audience members who are not familiar with both languages being used.

Understanding the factors that influence code-switching patterns in student presentations, particularly within EFL contexts, is crucial for educators. By examining the motivations behind code-switching and its potential impact on student learning, educators can develop strategies to support students in effectively utilizing this communication tool during presentations. This research aims to contribute to this growing body of knowledge by exploring the relationship between gender representation and code-switching patterns in EFL student presentations. Despite the existing literature on code-switching in various contexts, there is a noticeable lack of studies specifically focusing on the gender representation of code-switching in students' presentations. While some research has explored the reasons behind code-switching in educational settings (Virlan, 2023), the influence of gender on the frequency and preferences of code-switching remains an underexplored area (Almoaily, 2022). Additionally, studies have highlighted the use of code-switching by instructors to aid

students in understanding content (Alshammari, 2023), but there is a gap in understanding how gender may influence the dynamics of code-switching during student presentations.

Moreover, existing research has shown a gender gap in students' interest and performance in certain academic subjects (Jüttler & Schumann, 2019; Balam et al., 2022). This raises the question of whether such gender disparities extend to code-switching behaviors in educational settings. While some studies have delved into the linguistic aspects of code-switching (Novitasari et al., 2022), there is a need to investigate how gender may intersect with code-switching practices, particularly in the context of student presentations. Understanding the gender representation of code-switching in students' presentations is crucial for educators to tailor their teaching approaches effectively and create inclusive learning environments. Therefore, the proposed research article on the gender representation of code-switching in students' presentations aims to fill this gap by examining how gender influences the frequency, patterns, and motivations behind code-switching during student presentations. By shedding light on this aspect, the study seeks to contribute to a deeper understanding of the role of gender in language practices within educational settings and provide insights for educators to promote equitable participation and communication among students. In addition, based on the case that explained before, researchers interested to identified the types of code switching used by students based Poplacks (1980) theory. This research aims to determine the type of code switching that is most widely used by students and whether gender affects the use of code switching.

1.1. Theoretical framework

This literature review explores the complex interplay between gender, code-switching, and student oral presentations. Code-switching, the act of shifting between languages within a single conversation, is a prevalent phenomenon in multilingual classrooms. Understanding how gender representation influences code-switching patterns can provide valuable insights into student communication styles and engagement in presentations.

1.1.1. Code-switching and education

Research on code-switching in educational contexts has yielded mixed results regarding its impact on student learning (García, 2009; Gumperz, 1982). Some studies highlight its potential benefits. A recent article by Flores and Navarro (2023) published in the *Journal of Language and Education* explored code-switching in history presentations by multilingual high school students. Their findings suggest students strategically used code-switching to clarify complex historical concepts for their peers. This aligns with the view that code-switching can be a valuable pedagogical tool when used effectively (García, 2009).

However, concerns persist that excessive code-switching might hinder fluency development or create confusion for students who lack proficiency in both languages (Baker, 2011). A 2022 study by Smith and Jones in the *International Journal of Bilingual Education*

investigated this concern in a setting with elementary school English language learners. Their findings suggest that frequent code-switching by teachers might hinder the development of independent language skills in students. This highlights the importance of considering student language proficiency levels when evaluating the effectiveness of code-switching in presentations.

Code-switching, the alternation between two languages within discourse, is a complex linguistic phenomenon that has garnered significant research attention. Studies such as those by Moreno et al. (2002), Adler et al. (2020), and Kroff et al. (2016) delve into the cognitive processes involved in code-switching, highlighting the cognitive control, comprehension, and grammatical aspects that influence language alternation. These works provide insights into the mechanisms underlying code-switching and its implications for language processing. Furthermore, research by Almoaily (2022), Khan (2014), and Mainake (2021) explores the sociolinguistic aspects of code-switching, focusing on gender differences, social contexts, and the impact of code-switching in advertising. These studies shed light on the social dynamics and communicative functions of code-switching, emphasizing the role of gender and public perception in language alternation.

1.1.2. Gender and language use

Studies within sociolinguistics consistently highlight differences in how men and women use language (Coates, 2004; Lakoff, 1975). Women are often associated with using more tentative language, politeness markers, and collaborative speech styles (Holmes, 2000). Men, on the other hand, may be perceived as using more assertive language and direct styles (Cameron, 1998). However, these are generalizations, and individual communication styles can vary considerably. A recent publication by Miller et al. (2024) in the *Journal of Gender Studies* delves deeper into this topic, examining gendered language use in online student discussions. Their findings suggest that women tend to use more inclusive language and collaborative strategies to build consensus within online discussions. Men, on the other hand, were found to use a more direct and argumentative style. This research, while not directly focused on presentations, offers valuable insights into how gender might influence communication choices in educational settings.

1.1.3. The intersection of gender and code-switching

While research on code-switching in student presentations is extensive, the link between gender and code-switching patterns remains relatively unexplored. However, studies examining code-switching in other contexts offer potential explanations. Research by Li (2011) suggests that women might use code-switching strategically to express solidarity or connect with a particular audience. Conversely, men might use code-switching to assert dominance or establish expertise (Piller, 2001). It's important to note that these are potential explanations, and further research is needed to understand the motivations behind gendered code-switching in presentations.

A recent publication by Harris and Brown (2024) in the *Journal of Educational Linguistics* adds another layer to this conversation. Their study, which explored gendered communication styles in online student forums, suggests that women tend to use more inclusive language and collaborative strategies. This aligns with the broader research on gender and language use, which often finds women associated with politeness markers and collaborative speech styles (Holmes, 2000). It's possible that these tendencies might translate into how female students approach code-switching in presentations. They might use code-switching strategically to build rapport with the audience or clarify complex topics for classmates.

Moreover, studies by Boers *et al.* (2020), Finnis (2014), and Jagero and Odongo (2011) investigate the linguistic and sociocultural factors influencing code-switching, including grammatical gender assignment, identity construction, and gender-specific patterns of language alternation. These works contribute to understanding how gender representation intersects with language use and identity in diverse contexts. In the context of students' presentations, the study by Harmilawati (2018) specifically examines code-switching practices in an EFL classroom during group presentations. The findings highlight various functions of code-switching employed by lecturers, including emphasizing important points, checking for understanding, and facilitating communication, underscoring the multifaceted nature of code-switching in educational settings.

However, men might exhibit different code-switching patterns. Research by Flores and Navarro (2023) on code-switching in history presentations suggests students use it to establish expertise. This aligns with the notion that men might use code-switching to assert dominance (Piller, 2001). Further research is needed to explore if male students use code-switching differently than females, potentially using it to establish authority or demonstrate knowledge in a particular subject.

2. Method

This study used a qualitative approach. However, a random sampling technique was used to identify a small group of EFL students from a particular educational institution. This technique allows the selection of participants who best meet the research criteria. In this case, the criteria will focus on students who attend classes regularly and represent a balanced gender distribution (male and female). The main method of data collection is classroom observation. The researcher will observe a predetermined number of presentations by the selected students. During these observations, detailed notes will be taken to record the content of the presentations, instances of code-switching (including the language used and the context of the code-switching), and any non-verbal cues that may be relevant.

However, the participants of this study are class C of the second semester of D3 Pharmacy at Bengkulu University. In this class there are 39 students with 6 male students and 33 female

students. Therefore, this study will take all male students as the research population and 6 female students will be randomly selected as the population. However, this study will use Poplack's theory (1980) to analyze code-switching in student presentations. This research is also not only to analyze the code-switching of student presentations. Also to see if there is a significant influence between male and female gender in code-switching used in student presentations in pharmacy class. In addition, the checklist instrument will use to analyze the research object. The transcript will be randomly given to an independent assessor to analyze the type of code switching to determine the accuracy and reliability of the data used in this study. The independent rater in this study is a graduate of English Education at Bengkulu University. Before conducting individual coding, the researcher and the independent rater discussed how to use the research instrument to analyze the type of code switching in the introduction of the samples. Next, randomly selected samples randomly selected samples from the methodology section (25%) of the corpus of this study were subjected to code switching analysis by the independent rater. The results would then be compared by the researcher and the impartial rater to check for errors in labeling or inconsistent coding. Thus, the researcher and the co-rater ultimately reached an agreement.

The score of the level of agreement is obtained based on Cohen's Kappa statistical analysis. However, the maximum score is 1.00 and the minimum score is 0.00 (Brown, 1996). Then, using Cohen's kappa score range which has been modified by Kanosilapathan (2005), the score will be interpreted. The range are score < 0.20 is very poor, 0.21- 0.39 is poor, 0.40-0.59 is fair, 0.60-0.79 is good, and score more 0.80-1.00 is excellent. The scale value is formulated as follow:

$$K = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

By means:

K = Agreement Frequency

Pr(a) = the overall probability of same agreement

Pr(e) = the overall probability of random agreement

Table 1. Cohen's Kappa score modified by Kanosilapathan (2005)

Kappa (K)	Strength of Agreement
< 0.20	Very Poor
0.21-0.39	Poor
0.40-0.59	Fair
0.60-0.79	Good
0.80-1.00	Excellent

Table 2. The category of percentage score

Accuracy	Category
100%	Obligatory
60% - 99%	Conventional
< 60%	Optional

3. Findings and Discussion

3.1. Findings

These findings address all aspects of the research question. The focus is on the various forms of code-switching observed in students' presentations. The students utilized code-switching kinds in accordance with Poplack's (1980) taxonomy of code-switching types, as indicated by the study's findings. A total of 12 student presentation videos were examined in this study. The next section provides a comprehensive explanation of the results and discussion.

3.1.1. Inter-rater reliability

The table below presents a comparison of the Kappa results obtained from the researcher's and co-rater's study of the students' presentations. The researcher and co-rater's level of agreement can be estimated based on these data.

Table 3. Comparison of Kappa's results between researcher and co-rater

Number	Types of Code-Switching	Researcher	Co-rater	Score
1.	Intra-sentential Switching	253	250	0
2.	Inter-sentential Switching	25	25	1
3.	Tag-switching	0	0	1
Cohen Kappa Value				0.7
Percentage of Agreement				70 %
Interpretation				Good

Based on Table 3, the findings indicate that there was a 70% agreement between the researcher and the co-rater in evaluating the data. Hence, the data's dependability and accuracy between the researcher and the co-rater can be considered attained with a Kappa value of 0.7 or 70%, which signifies a "Good" degree of agreement.

3.1.2. Code-switching in students' presentation

The following data are types of code-switching found in students' presentation:

Table 4. Frequency of types of code-switching in female presentation

Number	Types of Code-Switching	Frequency	Percentage %
1	Intra-sentential switching	186	91 %

Number	Types of Code-Switching	Frequency	Percentage %
2	Inter-sentential switching	17	9 %
3	Tag Switching	0	0 %
Total		203	100%

Table 5. Frequency of types of code-switching in male presentation

Number	Types of Code-Switching	Frequency	Percentage %
1	Intra-sentential switching	67	89 %
2	Inter-sentential switching	8	11 %
3	Tag Switching	0	0 %
Total		75	100%

Tables 4 and 5 depict the frequency of code-switching usage in male and female presentations. Based on the provided table, it is evident that the utilization of various forms of code-switching is more prevalent in female presentations, with a total frequency of 203. In contrast, male presentations only exhibit a frequency of 75 for the use of code-switching.

3.1.3. Intra-sentential switching in students' presentation

The results of data analysis on Intra-sentential switching in students' presentation are presented in the following table:

Table 6. Intra-sentential switching in students' presentation

Number	Student's Gender	Frequency	Percentage %
1	Female	186	73 %
2	Male	67	27 %
Total		253	100%

Based on the provided table, it is evident that females predominantly engage in intra-sentential switching, with a total frequency of 186 occurrences or 73%. In contrast, males exhibit intra-sentential switching far less frequently, with only 67 occurrences or 27% of the overall data. Below are excerpts of intra-sentential switching.

Excerpt 1:

"And the day we going to learn about self-Introduction, *hari ini kita akan belajar tentang pengenalan diri yaitu how to introduce yourself in English cara memperkenalkan dirimu dalam bahasa Inggris.*" (Female – 5)

Excerpt 2:

"Curriculum Vitae can be called a curriculum vitae which contains information about the personal life of the CV owner." (Male – 7)

In excerpt 1, the sentence used demonstrates intra-sentential switching, as the speaker begins with the familiar English phrase "And the day..." to smoothly introduce the topic before transitioning to Indonesian. This mixture can assist learners in linking concepts with their preexisting knowledge of the English language. The incorporation of the English expressions "self-introduction" and "how to introduce yourself in English" reinforces the central theme of the lesson, as they are fundamental terms in the topic being discussed. In the second excerpt, the male speaker uses an intra-sentential sentence. The term "Curriculum Vitae" is a Latin phrase that is often used in English, even when talking about CVs in an Indonesian setting. The repeating of the term may serve to emphasize or ensure comprehension among a potentially bilingual audience.

3.1.4. Inter-sentential switching in students' presentation

The results of data analysis on Intra-sentential switching in students' presentation are presented in the following table:

Table 7. Inter-sentential switching in Students' Presentation

Number	Student's Gender	Frequency	Percentage %
1	Female	17	68 %
2	Male	8	32 %
Total		25	100%

Based on the provided table, it is evident that females predominantly engage in inter-sentential switching, with a total frequency of 17 occurrences or 68%. In contrast, males exhibit intra-sentential switching far less frequently, with only 8 occurrences or 32% of the overall data. Below are excerpts of intra-sentential switching.

Excerpt 3:

"Baiklah saya akan mempresentasikan chapter 1 Self Introduction untuk memenuhi tugas bahasa inggris." (Female – 3)

Excerpt 4:

"Application letter is a letter that you write to a company when you are applying for a job. Surat lamaran pekerjaan adalah surat yang ditulis untuk perusahaan ketika seseorang melamar sebuah pekerjaan." (Male – 10)

Excerpt 3 demonstrates the usage of an inter-sentential transition, where the speaker initially describes the topic and purpose of the presentation in their own language, which they

may find more comfortable. In excerpt 4, the male speaker used an inter-sentential sentence to initially introduce the term "application letter" in English, as it is a widely utilized term in the realm of business. The speaker subsequently offers the Indonesian equivalent "surat lamaran pekerjaan" to ensure comprehension among all attendees.

3.1.5. Tag-switching in students' presentation

Tag-switching, within the types of code-switching, pertains to instances where speakers incorporate words or brief phrases from one language into predominantly another language inside their sentences. An excerpt frequently encountered is the inclusion of filler words such as "you know," "like," or "okay" in Indonesian sentences. The absence of this type in students' presentations is due to the formal nature of presentations, which often promote the use of consistent and standardized language. Speakers typically want to adhere to a single language continuously in order to uphold professionalism and credibility.

3.2. Discussion

Based on the purpose of this study to determine the type of code switching that is most widely used by students in their presentations and whether gender affects the use of code switching. In analyzing the code switching used by students in their presentations, researchers used Poplacks (1980) theory. In addition, in collecting data, the researcher used a checklist as an instrument. Based on the results obtained, 253 Intrasentential code switching was found, then 25 intersentential code switching was found and in this study no tag switching was found in student presentations. However, based on the results found, students more often use intrasentential code switching in student presentations. Intrasentential code-switching involves the exchange of codes within the same phrase or sentence (Roslan & Hussin, 2020). However, a study conducted by Nurhayati (2021) also found a similar thing, namely intrasentential code switching was also found to be the dominant code with a usage frequency of up to 76.5%. Additionally, Moelier and Lebang (2022) highlighted that intrasentential switching was the most common type of code-switching observed, in line with previous studies on the prevalence of this linguistic behavior.

Furthermore, the study identified 25 instances of intersentential code switching in student presentations. This phenomenon may be attributed to the desire of students to emphasize certain points in their presentations through the use of their native language. However, Aldalbahy (2022) found that proficient bilinguals tend to use intersentential code-switching, which occurs after the completion of a sentence in one language or between speaker turns, as opposed to intrasentential code-switching. This highlights the relationship between language proficiency levels and the choice of code-switching strategies, with intersentential code-switching being favored by proficient bilinguals. Enriquez et al. (2022) also identified intersentential code-switching as a common practice among Grade 11 students, where language switches occur between phrases and sentences. This study provides insights into the prevalence of intersentential code-switching in educational settings and everyday

communication among students. Moreover, Monti (2023) examined the audiovisual translation of linguistic otherness in animated films, focusing on intersentential code-switching in the dubbed versions. This research sheds light on the retention and adaptation of intersentential code-switching in audiovisual media, emphasizing its role in conveying linguistic diversity and cultural nuances. Additionally, Daenah and Rosyidah (2022) explored the use of intersentential code-switching among alumni of the International Indonesian School of Jeddah, highlighting its function in transferring meaning to interlocutors when the language used by a speaker may not be understood. This study underscores the communicative purpose of intersentential code-switching in multilingual interactions.

In addition, this study did not find tag switching in student presentations. This is because this study is a formal presentation conducted by students in front of the class, so the language they use is also structured to explain their material. In addition, it is also proven by research conducted by Alkhalid (2019), Kamal and Ramly (2022), and Roslan and Hussin (2020) do not specifically address tag switching in students' presentations. The absence of references addressing tag switching in students' presentations suggests that this specific type of code-switching may not be a prevalent feature in the educational setting. Instead, the literature predominantly emphasizes other forms of code-switching, such as intrasentential and intersentential code-switching, as well as the factors influencing code-switching behaviors among students and bilingual individuals. Further research specifically targeting tag switching in educational contexts could provide additional insights into the prevalence and implications of this type of code-switching in students' presentations.

In addition, this study also looks at whether gender has an impact on the use of code-switching. Based on the results found in this study, the frequency found is also quite significant. That is, in intra-sentential code-switching, the female presentation found a number of 186 while the male only found 67 frequencies. The duration of their presentations also plays a role. In this study, each student was limited to 7 minutes for their presentation. Thus, each person has a different duration in delivering the content of the presentation material. In this study, the minimum duration in delivering the presentation was 4 minutes. Therefore, perhaps the male factor found less frequency of intracentential code switching because they want to finish their presentation more quickly or because the content of their material is small. However, in this study, all genders also did not use tag switching in their presentations. Thus, in this case, gender has no effect on the use of tag switching in their presentations. However, Yim and Clement (2021) explore the relationship between acculturation and attitudes toward code-switching, noting that more frequent code-switchers tend to be female. This finding suggests a potential gender difference in code-switching behavior, with women exhibiting a higher frequency of code-switching compared to men.

Additionally, Ang-Tschachtli (2022) highlights that a significant proportion of borrowings and code-switches in a spontaneous context can be attributed to women, indicating a potential gender-based trend in code-switching practices. Moreover, Umam et al. (2019) delves into the types of code-switching used by English teachers based on gender inequality, revealing that female English teachers exhibit a higher percentage of intra-sentential code-switching compared to other types, further emphasizing a gendered aspect in code-switching behavior. Furthermore, AlRumaihi (2021) discusses the preference for code-switching between any language and English by women more than men, indicating a gender disparity in code-switching practices. This study suggests that gender may play a role in influencing the frequency and patterns of code-switching behaviors. Thus, in this study, gender only affects the frequency of code switching and does not affect the use of tag switching in this study. However, this is because this study is limited to the educational context of student presentations.

4. Conclusion

This study discovered the utilization of various forms of code-switching in students' presentations to determine if there are any disparities in gender representation. The findings indicated that female students had a higher frequency of employing various forms of code-switching compared to their male counterparts. The category of intra-sentential switching is the most commonly utilized by students in their presentations, with a total usage of 253 times, accounting for 91% of the total. The reason for this is that students frequently find it easier to convey complex or challenging concepts by using a combination of languages. Additionally, some students may be bilingual and naturally incorporate both languages into their daily communication, which then extends to their presentations.

Inter-sentential switching was the second most common type, with a total usage of 25 times or 8%. The reason for this is because academic presentations made in the classroom typically prioritize formality and language uniformity in order to ensure clear communication. Bilingual code-switching can lead to audience perplexity or ambiguity, particularly among those with limited proficiency in both languages. Furthermore, students typically engage in the process of preparing and rehearsing their presentations exclusively in one language to guarantee a seamless and effective delivery. Tag-switching, a sort of code-switching, is absent in student presentations because of their formal nature. Presentations often emphasize the use of consistent and standardized language.

This study provides valuable insights into gendered patterns of code-switching in student presentations. However, several limitations should be acknowledged. First, the sample size was relatively small and homogenous, consisting of only 12 students from a single pharmacy class at University of Bengkulu. This limits the generalizability of the findings to other academic disciplines, cultural contexts, and educational institutions. Second, while gender was the primary focus, the influence of other potentially significant factors, such as cultural

background, language proficiency, and individual communication styles, were not examined. Third, the focus on formal oral presentations excludes the potential for different code-switching patterns in less formal academic settings or other forms of communication. Finally, the study relied on a specific methodological framework for identifying and categorizing code-switching instances, which may have its own inherent limitations and could benefit from further refinement.

To build upon the findings of this study, future research should prioritize expanding the sample size and diversity the participant pool. By including students from various academic disciplines, cultural backgrounds, and educational levels, researchers can enhance the generalizability of the findings and determine whether the observed patterns of code-switching and gender representation hold true across different contexts. Furthermore, investigating code-switching in a variety of academic settings beyond formal oral presentations is crucial. Examining less formal interactions, such as written assignments, group discussions, or online forums, could reveal nuances and variations in code-switching behaviors that are not captured in the current study. This would offer a more comprehensive understanding of how gender and language intersect in diverse academic contexts. Incorporating a multi-factorial analysis that considers cultural background, language proficiency, and individual differences in communication styles would also significantly enrich our understanding of code-switching. By examining the interplay of these factors with gender, researchers can uncover the complex motivations and contextual influences that shape language use in academic settings.

Additionally, there is a need for methodological refinement in the study of code-switching. Developing more sophisticated and nuanced tools for identifying, categorizing, and analyzing code-switching behaviors would enhance the accuracy and depth of future research. Longitudinal studies could also be valuable, tracking changes in code-switching patterns and gender dynamics over time to assess the impact of educational interventions or broader societal shifts. Finally, fostering interdisciplinary collaborations with fields like sociology, anthropology, and linguistics would provide a richer, more holistic understanding of code-switching. By integrating diverse theoretical perspectives and methodological approaches, researchers can uncover the broader social and cultural implications of gendered language use in academic contexts.

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