

EXPLORING THE USE OF TEACHER'S CODE-SWITCHING IN THE CONTEXT OF TEACHING ENGLISH IN SENIOR HIGH SCHOOL

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Abstract: This study explored the use of teachers' code-switching in the context of Indonesian EFL classrooms. This study was a descriptive case study research, conducted at one of the state senior high schools in Jember, Indonesia, involving one English teacher who taught four different classes. The data were collected by observing and recording the teaching-learning classrooms and conducting an interview with the English teacher. The recordings were transcribed and analyzed using the content analysis method proposed by Krippendorff (2004) to identify and describe the types and functions of code-switching used by the English teacher. The findings revealed that the three types of code-switching, namely inter-sentential switching, intra-sentential switching, and tag-switching, as defined by Poplack (1980), occurred during the teaching-learning process. It showed that Inter-sentential switching was the most frequently used type by the teacher. In addition, this study classified the teacher's code-switching into seven functions proposed by Hoffmann (1991). The most used function was "Intention of clarifying the speech content for interlocutors" with a total number of 159 data, and the least used function was "Quoting somebody else" with a total number of 7 data. The results of the interview showed that the teacher's code-switching occurs to meet students' needs and may be helpful in teaching English classrooms, particularly in public schools in which students have different level of English proficiency.

Keywords: Code-Switching, English Language Teaching, EFL Classrooms

INTRODUCTION

In Indonesia, specifically in the educational context, English becomes the first foreign language (EFL) that is officially taught to secondary school students to equip Indonesians with the ability to communicate at the international level (Mistar, 2005 in Braine, 2011). At the senior high school level, English instruction is designed to prepare students for higher education and international communication, as outlined in the national curriculum (Ministry of Education, Culture, Research, and Technology, 2022). However, public senior high school classrooms are often heterogeneous, consisting of students with mixed levels of English proficiency and diverse learning backgrounds. English teachers thus play a vital role in facilitating students' English language learning and are expected to use English as the main instructional language in English language teaching (ELT) to provide exposure and practice opportunities for students. Nevertheless, the diversity of students' English proficiency frequently challenges teachers in maintaining a balance between providing English exposure and ensuring students comprehension.

In practice, teachers often alternate between English and Indonesian, a practice known as code-switching; the alternate use of more than one language by any classroom participants, such as the teacher and students (Yataganbaba & Yildirim, 2015; Lin, 2017), to meet classroom needs. Makulloluwa (2013) stated that although teachers are generally expected to conduct ESL or EFL classes using the target language, teachers invariably resort to the first language to address various classroom issues. This practice is common in EFL settings, such as in Indonesia, where English

teachers may alternate between English and Indonesian in their teaching activity. These classroom realities make senior high school a particularly relevant context for investigating teachers' code-switching practices, as teachers at this level must navigate complex classroom dynamics, manage varied proficiency levels, and meet curriculum goals that emphasize communicative competence.

Some experts generally define code-switching as the alternate use between two different languages in the same utterance or conversation (Poplack, 1980; Hoffman, 1991; Muysken, 2000; Dailey-O'Cain & Liebscher, 2009). Code-switching occurs across sentence boundaries (inter-sentential) and within sentences (intra-sentential) in a conversation between speakers' turns or within a single speaker's turn (Hoffman, 1991; Wardhaugh, 2006). Code-switching is a common phenomenon in the multilingual classroom, where English and its grammatical rules are taught and explained with the help of the native language and where English is the predominant language, and other languages function as supportive elements in explanation and comprehension (Chowdhury, 2012). While Wardhaugh (2006), Holmes (2013), Sert (2005), Greggio and Gill (2007) argued that code-switching occurs naturally that people are often unaware that they code-switched, Gumperz (1971), Auer (1984), Das (2012), Dewaele (2012), claimed that code-switching can occur purposefully and be planned to serve various communication purposes, likewise to address various classroom needs in the language teaching-learning process (Macaro, 2005; Kamwangamalu, 2010)

Some previous studies on code-switching in EFL classroom contexts (e.g., Jingxia, 2010; Moghadam, Samad, and Shahraki, 2012; Nguyen and Grant, 2017; Herlina, 2017; Bhatti, Shamsudin, and Said, 2018) showed how the teacher's code-switching is used differently to serve various functions in EFL classrooms. The teacher utilizes code-switching differently based on their discretion, the classroom situation, and necessity. These previous studies primarily focused on tertiary-level or university settings, where learners generally have higher English proficiency and critical thinking as well as more exposure to the target language. There remains limited understanding of how senior high school English teachers in Indonesia employ code-switching to accommodate students with diverse proficiency levels and learning needs. Given that high school classrooms often include learners are varying stages of English development, examining teacher's code-switching in this setting is essential to understanding how language alternation functions as a pedagogical strategy in more diverse EFL environments. To fill the gap, the present study investigates the types and functions of code-switching used by a senior high school English teacher in the Indonesian EFL context. The study aims to deepen understanding of how teachers use code-switching to support students' comprehension and engagement. Specifically, the study addresses the following research questions: 1) What types of code-switching are frequently used by a senior high school English teacher in the teaching-learning process? 2) What functions of code-switching are used by a senior high school English teacher in the teaching-learning process?

The occurrence of teachers' code-switching in this study was analyzed based on the types of code-switching using Poplack's (1980) framework: tag-switching, intra-sentential switching, and inter-sentential switching, and the functions of code-switching using Hoffmann's (1991) framework: Talking about a particular topic, Quoting somebody else, Being emphatic about something, Interjection, Repetition used for clarification, Intention of clarifying speech content for the interlocutor, and Expressing group identity. The findings of this study are expected to provide insights for EFL teacher educators, and curriculum developers about the pedagogical value of code-switching in multilingual classrooms.

METHOD

This study was designed as descriptive case study research (Yin, 2018) to explore the teacher's code-switching in senior high school English classrooms. It focuses on what types and functions of code-switching used by the English teacher, guided by a theoretical framework to support the phenomenon described in the study. This study employed a purposive sampling technique. In the school where this study was conducted (one of the state senior high schools in Jember, Indonesia), there were three English teachers. Of these, two teachers (teaching grade X and grade XI) were accessible for initial contact. Through a preliminary interview with both teachers, one female English teacher (teaching grade XI) in her 50s who had over five years of teaching experience at the school was selected as the research participant. She was chosen because she (1) had demonstrated familiarity with code-switching practices, (2) regularly engaged in English instruction for mixed-proficiency students, and (3) was scheduled to introduce new learning material, which would be an optimum setting for natural use of frequent code-switching.

The data were collected through classroom observations and interviews after getting the written participant's consent. Ethical clearance was obtained from the university's ethical committee. The researchers recorded the observations and conducted the analysis based on the results of the classroom recordings. The observations were done in four 90-minute sessions in different classes to obtain rigorous data, summing up approximately 4.5 hours of classroom data. The approximately 30-minute interview with the English teacher was conducted after the observations to obtain additional information about the teacher's perspective on the code-switching practice. The recordings were transcribed verbatim following standard transcription conventions (Jefferson, 2004). The interview yielded approximately 4,300 words of transcribed data. The transcript was checked twice by the researchers for accuracy. Later, the data were analyzed using Krippendorff's (2004) content analysis. It involves open coding to identify instances of code-switching, followed by categorization based on Poplack's (1980) and Hoffmann's (1991) frameworks. A codebook was developed collaboratively and refined after a trial coding session. The first researcher was an undergraduate student, while the second and third researchers were lecturers in English education study program with over 8 years of teaching and researching experiences. The three researchers had no teaching relation to the participants, and thus minimizing bias. Trustworthiness was ensured through triangulation observation and interview data, peer debriefing, and member checking.

FINDINGS AND DISCUSSION

This section is divided into two parts: The first part is about the types of code-switching, and the second part is about the functions of code-switching used by the English teacher. There is a total of 444 data of code-switching found in this study. The following presents the results of the observations regarding the types of code-switching (Poplack, 1980) and the functions of code-switching (Hoffmann, 1991) used by the English teacher in the teaching-learning process.

Types of Code-Switching Used by the English Teacher

Table 1: The Total Number of Types of Code-Switching Used By the Teacher

| No. | Types of code-switching | Observation | | | | Total |
|-----------------------------|----------------------------|-----------------|-----------------|-----------------|-----------------|-------|
| | | 1 st | 2 nd | 3 rd | 4 th | |
| 1. | Inter-sentential switching | 40 | 49 | 61 | 61 | 211 |
| 2. | Intra-sentential switching | 55 | 44 | 52 | 48 | 199 |
| 3. | Tag-switching | 5 | 14 | 4 | 11 | 34 |
| Total code-switching | | 100 | 107 | 117 | 120 | 444 |

Based on the findings, the three types of code-switching were used by the English teacher from the first observation to the fourth observation. The number of teacher's code-switching is different in every meeting. The findings revealed that Inter-sentential switching is the type most frequently used by the teacher, with a total of 211 data, followed by Intra-sentential switching with a total of 199 data, and the least used type was Tag-switching, with a total of 34 data. Below are the explanations of each type of code-switching used by the teacher:

Inter-Sentential Switching

Inter-sentential switching occurs at a clause or sentence boundary, allowing the use of two different languages in a single discourse; one sentence in one language and the other sentence in another language, requires the ability to keep the grammatical systems of both languages apart and to follow the grammatical rules of each language (Schmidt, 2014). The findings revealed that Inter-sentential switching is the type most frequently used by the teacher. This type of code-switching often occurs to clarify or translate the utterance. For example, "I hope you can observe the pictures. *Kamu bisa observasi gambar tersebut* (you can observe the picture). The teacher switched to Indonesian by repeating the previous utterance. In another example, "What is the meaning of 'to persuade'?" *Mengajak ya* (it is to persuade). The teacher switched to Indonesian to provide translation or to clarify the meaning of the word being discussed. Those examples showed that code-switching occurred at a sentence boundary, where the teacher stated a sentence in English, then switched to Indonesian, as a translation or repetition of the previous utterance.

Intra-Sentential Switching

Intra-sentential switching involves inserting words, phrases, or clauses in one language in the middle of a sentence in another language. This type of code-switching occurs within a clause or sentence boundary, where the code-switched segment has to conform to the syntactic rules of both languages that bridge constituents and link them together grammatically. This type of code-switching is also called code-mixing. For example, "If you say no about online games, *maka nanti paragraf kedua, ketiga, itu* (so in the second and third paragraph) you have to write your reasons why you agree or disagree about this", the teacher was explaining the learning material in English, then inserted the Indonesian words in the middle of the English utterance.

Tag-Switching

Tag-switching involves the insertion of a tag phrase from one language into a sentence in another. The tags include exclamations, discourse markers, idiom expressions, or adverbials, which are freely movable constituents that can be inserted anywhere in the sentence without violating any grammatical rules. The tags mostly occurred as sentence fillers. For example, the teacher inserted an Indonesian tag into an English sentence, “*Nah*, today we are going to learn both Analytical and Hortatory”. Similarly, the teacher inserted an English tag into an Indonesian sentence, “Ok, *anak-anak. Teks itu tadi namanya teks eksposisi*” (Ok, guys. The text is called exposition text). In another example, *Minggu depan kalian presentasi* (next week, you have to present). Hello, *Jangan bilang lupa lagi* (don’t say you forgot again)”. The teacher was giving instructions to the students, and tag-switching occurred to gain the students’ attention.

Functions of Code-Switching Used by the English Teacher

Table 2: The Total Number of Functions of Code-Switching Used by the Teacher

| No. | Functions of code-switching | Observation | | | | Total |
|-----------------------------|--------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-------|
| | | 1 st | 2 nd | 3 rd | 4 th | |
| 1. | Intention of clarifying the speech content for interlocutors | 38 | 44 | 46 | 31 | 159 |
| 2. | Talking about a particular topic | 24 | 18 | 21 | 34 | 97 |
| 3. | Repetition used for clarification | 20 | 19 | 24 | 21 | 84 |
| 4. | Being emphatic about something | 10 | 6 | 11 | 17 | 44 |
| 5. | Interjection (inserting sentence fillers) | 6 | 15 | 4 | 13 | 38 |
| 6. | Expressing group identity | 0 | 1 | 10 | 4 | 15 |
| 7. | Quoting somebody else | 2 | 4 | 1 | 0 | 7 |
| Total code-switching | | 100 | 107 | 117 | 120 | 444 |

The data above shows that the teacher used all seven functions of code-switching. It was found that “Intention of clarifying the speech content for interlocutors” was the most used function by the teacher, with a total of 159 data, and the least used function was “Quoting somebody else”, with a total of 6 data. The findings indicated that the number of each function used by the teacher in each class is different. Below are some data examples for each function, as explained:

Intention of Clarifying the Speech Content For Interlocutors

Code-switching or code-mixing might occur to make the speech content run smoothly and can be understood by the interlocutor. In this case, a message in one code is repeated in another code in a somewhat modified form. Based on the findings, this function was the most frequently used by the teacher in this study. The study revealed that this function often occurred when dealing with explaining or discussing the learning material or giving instructions. For example, “Ok, guys, there are 4 pictures here, and then please observe the pictures and discuss with your friend to make a suitable title for each picture. *Kemudian setelah dibuat judul, buat paragraf 1, isinya itu definisi atau kondisi awal saat ini, baru diikuti dengan argumen atau opini kamu terhadap isu tersebut berdasarkan judul* (then after making a title, make the paragraph 1, which contains the definition or the recently condition, followed by your argument or opinion about the issue based on the title).

In this example, the teacher delivered the instructions to the students in English, then continued the instructions in Indonesian intending to clarify the message to make the students understand the instructions being delivered.

Talking About a Particular Topic

This function of code-switching may occur due to a lack of facility in one language, or certain words trigger various connotations related to experiences in a particular language. The study revealed that this function often occurred when the teacher was discussing the learning material. For example, “*Ini bedanya ya. jadi kalau* (this is the difference, so if) analytical *itu* reiteration, *kemudian kalau* (then if) hortatory *itu* recommendation”. In this example, the teacher was explaining learning material and inserted some English terms into the Indonesian utterance to refer to the generic structure of the text being discussed. In another example, “*kalau* recount *itu ditulis dalam bentuk* past tense *juga*, exposition text *ini ditulis dalam bentuk* present (if recount is written in past tense form, exposition text is written in present form)”. The teacher switched to English to refer to a particular topic or term about the English grammar.

Repetition Used for Clarification

This function is similar to Intention of clarifying the speech content for interlocutors, but it requires the speaker to repeat an utterance in one language into another. A repetition is not only used to clarify what is said, but also to amplify or emphasize the message. The study revealed that this function often occurred when the teacher was discussing the learning material to provide translation or emphasize the message delivered to the students. For example, “*Nowadays, most teens like playing online games. Saat ini, hampir semua, sebagian besar remaja suka bermain game online. They often neglect many things. Mereka sering mengabaikan banyak hal yang lebih penting untuk masa depan mereka*”. The teacher discussed the text in English, then provided an Indonesian translation for the students by repeating English words into Indonesian. In another case, this function also occurred when the teacher repeated the same utterance in another language to emphasize the message delivered. For example, “*Tugas itu harusnya disiapkan kemarin nya, bukan hari ini. (the assignment should've been prepared the day before, not today) I give you a week. Saya beri waktu satu minggu kan*”.

Being Emphatic About Something

This function occurs when people want to show something emphatically. For instance, when people speak using a language that is not their first language and want to be emphatic about something, they intentionally or unintentionally switch their second/foreign language to their first language, or vice versa. This study found that this function often occurred when the teacher was giving instructions or managing the class to gain students' attention. For example, “*jadi, nanti karna ujian praktik nya itu menggunakan gambar* (later, in the practical examination you have to use a picture), so please complete with the picture, for example, you want to present about jogging, so please bring a picture of jogging”. The teacher was giving instructions about the students' task, then switched to English to be emphatic about the message delivered. Similarly, in this example, “*Oke, anak-anak, Sekali lagi* (okay, students. Once again) don't forget your assignment”, the teacher was being emphatic about the students' assignment by switching to English. In another example, when the teacher was being emphatic about the class situation and switched to Indonesian

to gain the students' attention, "Exposition text is text that contains about opinion. *Halo, HP nya ditaruh semua, perhatikan dulu* (Hello, everyone put your phone down. Pay attention first)". In this example, the teacher explained the material in English, then switched to Indonesian to emphasize the message and to gain the students' attention.

Interjection

This function occurs when people code-switch by inserting interjection words into a sentence to show surprise, strong emotion, and gain attention. The switch can be marked as sentence fillers or sentence connectors. This function is similar to 'emblematic/tag-switching, which includes items such as tags or exclamations (Poplack, 1980). The study revealed that this function often occurred when the teacher inserted a tag as a sentence filler to gain students' attention. For example, "Hello, *kemudian presentasi kamu harus dilengkapi gambar* (your presentation must be completed with a picture)". The teacher inserted an English tag word at the beginning of an Indonesian sentence. In this case, the tag occurred as a sentence filler to gain the students' attention before giving the instruction. In another example, "Please observe. What picture is it? If you want to make the title, what's the best title? *Paham?* (understand?)". In this example, the teacher gave instructions to the students in English and inserted a question tag in Indonesian at the end of the sentence to confirm if the students understood the instructions.

Expressing Group Identity

This function of code-switching occurs to show in-group identity. The switches can refer to shared tools, routines, behaviors, or cultures. This study found that this function occurred when the teacher switched and shared a language background with the students. The study found that this function occurred as a social function where the teacher code-switched to show friendliness or build rapport with the students. For example, "*Gery yang biasa gak iso nulis, saiki iso nulis. Ya kan Gery ya* (Gery, who usually cannot write, can write now. Right, Gery?). The teacher switched from Indonesian to Javanese with a friendly tone to tease and praise the student's progress. In this case, the teacher and students shared the same language background, and the switch occurred to build rapport and reinforce social bonds through shared language and humor.

Quoting Somebody Else

This function occurs when people quoting someone else's words, including quoting a famous expression, proverb, or saying of a well-known figure. In this case, the switches also involve a speaker re-saying what other people said, including a set of quotation marks. The findings revealed that this function was the least used by the teacher. The study found that this function simply occurred when the teacher quoted the students' words, for example, "*Gery tadi mengatakan* (Gery said) "it is very difficult, ma'am, to write in English, or when the teacher quoted some words written in the text they discussed. For example, "*Nah ini, muncul sudah pendapat penulis* (well, this is the writer's opinion). *Penulis memberikan pendapat* (the writer gives an opinion) "this is a great problem that we should solve." In this example, the teacher was discussing a text and switched from Indonesian to English as she referred and quoted the writer's words by re-saying the original words in the text.

This study discovered that although the teacher actively used English in her teaching activity, code-switching often occurred during the teaching-learning process. In the interview, the teacher admitted that although she always expects to use English dominantly in the English teaching practice, she had never used 100% full English in her teaching activity, not due to her lack of proficiency, but to meet the students' needs. This finding is in line with Makulloluwa (2013) who stated that although teachers are generally expected to conduct ESL/EFL classes using the target language, even proficient EFL teachers use L1 strategically. However, unlike many studies conducted in ESL context (e.g., Makulloluwa, 2013; Jingxia, 2010), this study was conducted in a general public school where students' English exposure outside class is minimal. This contextual factor may explain why the teacher consciously balanced L1 and L2 use. Hence, this study adds to the literature by showing that teacher awareness of code-switching may be higher in EFL settings with low English exposure, as teachers must constantly monitor students' comprehension.

This study also revealed that the teacher was aware that she code-switched during the teaching-learning process. This finding is different from Wardhaugh (2006) and Holmes (2013), who argued that people are often unaware that they code-switch. This contrast may be due to the teacher's professional background and reflective practice as an English teacher. Unlike spontaneous conversational switching in everyday life, pedagogical code-switching involves conscious choices made for instructional purposes. However, this study also noted that the teacher's code-switching was not planned before the class since it occurs situationally based on the students' needs, which is in line with Wardhaugh (2006) and Holmes (2013), who stated that code-switching often occurs naturally and unplanned. This distinction contributes to a nuanced understanding that teachers' code-switching can be both intentional and situational, depending on the pedagogical goal.

This study highlighted that the occurrence of teacher's code-switching in the teaching-learning process varied in every class. It depends on the material needs or the difficulty of the material being discussed, the students' responses, and the students' level of English proficiency, which are different in each class. The teacher believed that understanding the characteristics of students in each class is needed for teachers to code-switch wisely to meet the students' needs. This finding is in line with Makulloluwa (2013), who stated that the variability in quantities of code-switching in the classroom depends on the language proficiency of students and the teacher's individual beliefs.

The findings showed that the three types of code-switching (inter-sentential switching, intra-sentential switching, and tag-switching) proposed by Poplack (1980) were used by the teacher in the teaching-learning process. This study revealed that Inter-sentential switching is the type that was most frequently used by the teacher. This finding is supported by the teacher's statement during the interview, who stated that she often code-switched to translate the utterances, in which is following the concept of inter-sentential switching that occurs at a sentence boundary or between sentences where each sentence is in one language and another (Poplack, 1980), and it is closely related to translating utterances. The findings of this study are also in line with Jingxia (2010), who found that inter-sentential switching is the most frequently used type in teaching EFL classrooms, followed by intra-sentential switching and tag-switching. However, the dominance of inter-sentential switching in this context may also reflect the teacher's pedagogical aim to ensure clarity and avoid grammatical confusion among low-proficiency learners. Unlike context where bilingual fluency allows for fluid intra-sentential switches, this study shows that limited student

proficiency may shape the teacher's preference for clearer sentence-boundary switches. This pedagogical reasoning has not been emphasized in prior works.

Regarding the function of code-switching, this study revealed that the teacher used all seven functions proposed by Hoffmann (1991). The findings showed that each function of code-switching occurred in various situations, such as when explaining or discussing the material, giving instructions, or managing the class. This study revealed that when the teacher was explaining or discussing the material and giving instructions, code-switching often occurred as Intention of clarifying the speech content for interlocutors, talking about a particular topic, and Repetition used for clarification. Based on the interview results, the teacher mostly used the first language, i.e., Indonesian, to clarify the meaning of the content of the material discussed. These uses are consistent with previous studies. Nevertheless, what makes this finding unique is the teacher's explicit awareness of using L1 for emotional and relational purposes, such as building rapport or emphasizing discipline. This indicates that code-switching in EFL classrooms serves not only linguistic but also socio-emotional management functions, which are often under-discussed in the literature focusing purely on communication or comprehension.

Related to explaining or discussing the material, the teacher stated during the interview:

"Because when discussing the material, I expect there's a response from the students. Thus, I need to explain the material clearly, and the switch occurs when the students get blank, so that, at that moment, I switch more to Indonesian."

"When the students were slow-responding, I directly switched to Indonesian. But when the students have good responses, I continue in English. Just by looking at their face, I already know whether they understand or not what I said."

This finding supported Yataganbaba and Yildirim (2015), who stated that to be able to continue the interaction with students, the teachers code-switched and clarified certain points by utilizing the students' first language. In this study, the findings of the observation also showed that the teacher often used Indonesian when explaining grammar, but switched to English when referring to such grammar terms, which is in relation to Talking about a particular topic.

Related to giving instructions, the findings of the observations indicated that the teacher often code-switched to Indonesian to clarify or to repeat the message of the instructions to make it understood by the students. This finding is supported by the teacher's statement during the interview, who stated that when giving instructions to the students, she often switches.

"When I give instructions to the students, I usually switch. For example, when dealing with the students' work, I often code-switch. Why? Because if the students do not understand the instructions well, they cannot do their work."

This study revealed that when giving instructions to the students, the switched can occur both in English and Indonesian to clarify the meaning or to emphasize the message of the instructions.

In line with the previous findings by Jingxia (2010), Nguyen and Grant (2017), Bhatti, et al. (2018), who found that code-switching occurs for managing class, maintaining discipline, or gaining the students' attention. This study revealed that teacher's code-switching often occurred as Being emphatic about something and Interjection function when dealing with managing class,

such as when giving a warning or advice to discipline the students, or gaining the students' attention. The teacher said during the interview that when giving warning or advice, since the teacher's intention is to make the message be understood by the students well, she code-switched to emphasize the message using the language that is easily understood by the students.

“Because the intention is to make the students get the message well, there must be an emphasis, so I usually use Indonesian, and the insertion is English. I mainly use Indonesian, and maybe use English just for some words. I dominantly use Indonesian because I discipline the students' character, not their cognitive level. So, I use a language that is understandable by the students.”

This study also highlighted other functions of code-switching that were the least used by the teacher, namely, expressing group identity and quoting somebody else. The teacher's code-switching occurred as expressing group identity when the teacher shared language background with the students to build rapport or show solidarity. This finding is similar to Nguyen and Grant (2017), who found that code-switching occurred to share identity and build rapport with students. Meanwhile, the teacher's code-switching functioned as quoting somebody else, simply occurring when the teacher quoted the students' words.

This study indicated that each function of code-switching occurred in various situations, such as when dealing with explaining or discussing material, giving instructions, and managing the class. During the interview, the teacher agreed that code-switching is very helpful and that teachers need to consider code-switching, especially when teaching English in such general classes in a formal public school.

“It is helpful. So, I think that teachers need to have this code-switching method, because we do not teach in specific language classes but in regular classes.”

The teacher also pointed out that instead of just doing random code-switching, English teachers need to consider the knowledge of code-switching to know when they need to use the first language and when they have to use English in the teaching-learning classroom.

Overall, this study contributes to the understanding teacher awareness and adaptability in code-switching within general EFL classrooms. The findings suggest that code-switching is not merely a compensatory act due to limited proficiency, but a deliberate pedagogical strategy shaped by contextual demands, student characteristics, and classroom goals. This highlights the importance of incorporating code-switching awareness training in teacher education programs, especially in EFL contexts with large, mixed-proficiency classes.

CONCLUSION

In regard to the research question about the types of code-switching frequently used by the English teacher, it can be concluded that the teacher used all three types of code-switching proposed by Poplack (1980). These findings revealed that the type of code-switching that was most frequently used by the teacher is Inter-sentential switching. For the functions of code-switching, it was also found that the teacher used all seven functions proposed by Hoffmann (1991). This study revealed that each function occurred in various situations in the teaching-learning process, such as clarifying

the meaning of learning material, giving instructions, managing classroom discipline, and maintaining interaction.

This study highlighted that teachers' code-switching often occurred to meet the students' needs and is very helpful in teaching English classrooms, especially when teaching English in general classes, such as in public senior high schools, where students have various levels of English proficiency. This study pointed out that English teachers need to have code-switching knowledge and understand the characteristics of their students to be able to use code-switching wisely based on the students' needs.

The findings suggest that code-switching serves as a pedagogical tool to facilitate comprehension, maintain classroom engagement, and support communication in multilingual classrooms with mixed proficiency levels. In particular, switching to Indonesian was often used to clarify complex grammar points or task instructions, while switching to English was used to reinforce terminology or maintain the class communicative goals.

From a practical standpoint, this study implies that teachers should (1) use code-switching intentionally and purposefully, such as when clarifying or building affective engagement; (2) develop reflective awareness of their switching practices through self-evaluation or peer observation; and (3) provide scaffolded transitions back to English, ensuring that the use of L1 supports rather than replaces L2 learning. Such strategies may help teachers balance communicative effectiveness and language exposure in the classroom.

Although this study provides valuable insights into teacher code-switching practices in EFL classroom, several limitations should be acknowledged to provide a more balanced interpretation of the findings. First, this study involved only one teacher in one school context, which limits the generalizability of the findings to broader EFL settings, thus made it hard to consider other factors such as teacher's beliefs or teaching styles which may affect teacher's use of code-switching. Second, this study was conducted within a limited time frame which might not fully reflect variations of code switching that occur over longer teaching periods or across different topics. Third, this study is limited to the exploration of the teacher's point of view. In this study, the students' perceptions of the use of teachers' code-switching were not investigated. Thus, future studies could include multiple teachers and students across schools and over a longer period of time to provide a more comprehensive picture of code-switching behaviors across different contexts.

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