

INVESTIGATING TYPES, REASONS, AND PEDAGOGICAL SUGGESTIONS OF CODE-SWITCHING IN TEACHER-STUDENTS' INTERACTION IN EFL CLASSROOM

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Article Info	Abstract
Article History Received: March 2026 Revised: May 2026 Accepted: June 2026 Published: July 2026	<i>In EFL classrooms, particularly in bilingual contexts such as Indonesia, the use of code-switching has become an inevitable and pedagogically contested practice. While it is often employed to facilitate comprehension and classroom interaction, excessive reliance on code-switching may hinder students' exposure to the target language and limit their communicative competence development. This research aims to explore the types, reasons, and pedagogical suggestions for implementing code-switching in the classroom by teachers and students. This study employed a qualitative method, including observation and interviews. It involves 5 participants, 1 teacher and 4 students in an English course. The instruments of this study consisted of non-participant classroom observation supported by field notes to capture real-time code-switching occurrences, and semi-structured interviews guided by validated question protocols to explore participants' underlying reasons and pedagogical suggestions. The findings of the study indicated that teachers and students used inter-switching, intra-switching, and tag-switching. The inter-switching is a dominant switching used. Teachers use code-switching to accommodate the limits of students' abilities, clarify, emphasize, and explain to ensure they understand the materials and feel comfortable in English learning. On the other hand, the main reasons for students' lack of vocabulary are difficulty expressing thoughts and low speaking confidence in English. This study highlights suggestions from teachers that the teacher should appropriately select the vocabulary, learning method, and technology implementation for students, maintain confidence, and reduce code-switching in teaching English. The students suggest that they have to practice often and use applications such as Duolingo, Elsa Speak, and YouTube to support their speaking practice, so they can speak English fluently. In conclusion, code switching is a pedagogical and communicative strategy facilitating understanding and interaction in bilingual English classrooms.</i>
Keywords Bilingual education; Code-switching; Inter-switching; Teacher-students interaction;	
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INTRODUCTION

Indonesia is a country with much cultural diversity. Therefore, people have many differences, including their daily language. Sakti & Titalim (2023), Indonesia is home to roughly 700 languages, about 10% of the global population, positioning it as the second most linguistically diverse country after Papua New Guinea. Furthermore, Indonesians speak more than one language, such as Indonesian and regional languages, which is called "bilingual". Weinreich (1953) explains that bilingualism is "the practice of alternately using two languages".

Furthermore, bilingual education in Indonesia began when regional languages such as Batak, Rejang, Javanese, and Sundanese were taught from elementary to junior high. However, in 1994, with changing times, English became popular and was introduced as a subject in some schools. Thus, in some schools, regional language subjects were removed, and English became one of the subjects (Rukmi & Khasanah, 2020). In English Language Teaching, teachers or students often mix their languages, such as Indonesian-English, English-Indonesian, and English-Regional. The behaviour that mixes languages while speaking is called “code-switching”. Moore (2002) explains that code-switching refers to alternating between two languages, noting that such switching plays a crucial role in the learning process. Narasuman et al. (2019) Code-switching is a concept that has long existed in bilingual and multilingual communities, and it occurs quite frequently in English as a Second Language or Foreign Language classrooms.

In the EFL classroom, code-switching has a function in English Language Teaching (ELT). Ulfah et al. (2021) found that the function of code-switching in the classroom is to switch topics to keep the students focused on the instruction and teaching materials, to strengthen the solidarity between the teacher and students, and to give essential knowledge for better understanding. Ali et al. (2020), most students strongly agree that teachers’ code-switching in the classroom is to clarify and translate complicated terminology and vocabulary. Fachriyah (2017) indicated that code switching has various pedagogical functions in language learning. It is often employed to clarify and explain materials, repeat important information, translate unfamiliar expressions, and to check student understanding. Also, the use of code switching is useful in developing vocabulary, classroom discussion, giving feedback, and classroom management. Some studies also emphasise its contribution in terms of language memorisation, interaction, and to contribute towards an enriching learning environment. Zainil & Arsyad (2021) found that the functions of code-switching, as expressed by the teachers, were pedagogical reasons and affective reasons. Pedagogical reasons were used to teach grammar, to explain new vocabulary (translation), to check students’ comprehension, to emphasise certain points in the lesson, and to explain the lesson goal. Affective reasons were employed to accommodate students’ limited English proficiency, to save time, to reprimand or scold and to keep the lesson going.

Moreover, the use of code-switching in EFL classrooms is also influenced by various underlying reasons from teachers. Tabassum et al. (2020) found that teachers employed code-switching because of shifts in topics, checking students’ understanding, managing the classroom, facilitating their own expression, bridging the gap in students’ language competence, and compensating for their limitations in English language skills. In addition, students commonly have problems in using English for daily communication. Murtiningsih et al. (2022) found five reasons teachers employed code-switching in teaching. Those are for addressing the specific topics, increasing the participation of teaching and learning, managing the classroom, fostering social relationships, and promoting the students’ participation. Patmasari & Kamaruddin (2022), the students will be more challenged if the teachers use English. As a result, the teacher does code-switching to help them understand. In addition, other teachers feel it is wrong to use full Indonesian because they are English teachers. This study found that teachers use code-switching because it is connected to the subject matter being taught and the activities being conducted. They implement code switching to increase learning outcomes and teaching effectiveness to help students grasp the explained topics. Additionally, Hazaymeh (2022) from the survey found that most teachers favour using code-switching in the classroom, recognising its practical role in facilitating teaching and English learning.

In addition to teachers, students also used code-switching for their own reasons. Kumar et al. (2021) found that the students used code-switching to finish the task quickly and correctly, for socialisation, solidarity, and fun. Additionally, Masna (2020) found reasons for EFL

students' code-switching, especially in interaction, because they are motivated by their friends who are fluent in English and try to speak English even though they still mix languages. In addition, they code-switch with people who understand Indonesian and English. Furthermore, they do not want to be 'blank' when communicating. As a result, they have to code-switch. Taufiq et al. (2022) found that students find it difficult to express their ideas orally due to limited vocabulary and a lack of opportunities to speak English. The environment does not support them well. This happens to most Indonesian students, especially those living in areas where English use is limited. English is only used in the institution. Therefore, although they have learned English for several years, it is still difficult to use English communicatively.

In fact, there are considerable suggestions of the use of code switching in order to communicate and interact in the classroom. The use of code-switching also prompts self-reflection among teachers in the classroom. Zainil & Arsyad (2021) found that self-reflection by a teacher when that teacher watches the recording of her teaching, she realises she should use English rather than Indonesian in task instruction and classroom instruction. Puspawati (2018) showed that even though there is controversy about using L1 in the teaching of EFL classes, teachers have to be conscious that CS should be looked upon as a way to teach and learn, and not as a means to cover up their lack of competence in using L2.

Additionally, the use of code-switching in the classroom has various views. Based on the Dema & Dorji (2021) findings, 67% of students feel comfortable doing code switching. In contrast, 33% of students feel awkward. Talal (2022) found that most students have a positive perception regarding code-switching in the classroom, which boosts their confidence and motivation. Indanna et al. (2026) found a positive perception by the students of the introduction of code switching in English classes. Concisely, code switching may be one of the instructional strategies towards learning English by students in the sense that it aids them in speaking, although those are not without restriction. Fatsah & Purnama (2022) indicate that students positively perceive code-switching, as shown by the questionnaire administered, revealing that 7 out of 8 questionnaires that reflected the positive role of using code-switching had a high level of interpretation, that is, strong and very strong.

In addition, the positive perceptions mentioned above are certainly not obtained without the perceived benefits and functions of code-switching. Shafi et al. (2020) found some benefits of code-switching in language learning: Increased student participation and interaction, saved teaching time, strengthened cognitive and linguistic skills, increased learning comfort, and improved language learning achievement. Altun (2021), the function of code-switching is to help the learners draw attention to the contents and aid in explaining new subject matter, enhancing understanding, reinforcing and emphasising messages that the learners do not fully grasp, encouraging learners' participation, and building interpersonal relationships between the teacher and learners. Another study by Mauliddiyah et al. (2020) shows that code-switching in English classes is effective due to teachers' interaction and increases students' interest in a particular context in the classroom.

Moreover, Code-switching can be categorised into several types based on its structure and function. Structurally, Poplack (1980) identified three types of code-switching: Inter-sentential, intra-sentential, and tag switching. In addition, some studies investigate the types of code-switching used in the classroom. Roslan et al. (2021) identified five types of code-switching among students. Those types are Inter-sentential code-switching ($M = 3.6111$), Metaphorical code-switching (3.5815), Intra-sentential code-switching (3.1730), Situational code-switching (3.1500), Tag code-switching (2.9540). Maranan et al. (2025) found five types of code-switching, ranked by smallest mean: inter-sentential (2.7144), intra-sentential (2.9202), metaphorical (3.044), tag-switching (3.0532), and situational code-switching (3.116). Bonyadi et al. (2021) found that the teachers used inter-sentential and intra-set switching for thirty minutes in the classroom. Sampurna (2023) revealed that teachers used 3 types of code-

switching, those are: intrasentential code switching, as the most frequently used; inter-sentential code switching, as the second most frequently, and tag-switching, as the least frequently used.

Moreover, some previous studies have examined code-switching, such as Azhar & Sutrisno (2023) focused on the author's use of code-switching in the novel "The Shelter." Ningsih & Setiawan (2021) investigated code-switching and code-mixing in the movie, namely, "Yowis Ben". Pillay (2025) identified code-switching and translanguaging as supporting ELT development in formative assessment. Balogun & Oladayo (2021) investigated this on Hip Hop Music between 9ice and Flavour. Algethami (2025) investigated the EFL students' perceptions of its effectiveness. Although previous studies investigated various context outside direct classroom-interactions. are studies focuses on literature, however, in the context of the EFL classroom-interaction is still underexplored.

Although there is an increasing amount of literature dealing with code switching, there are still certain gaps in the literature. Studies have been conducted on isolated aspects of code switching: perceptions, impacts, functions, or language contexts. Moreover, some of the studies conducted on code-switching in teacher–student interaction in private English courses settings have been done on a limited scale in Bengkulu. As a result, this study aims to: What are the types of code-switching are used by teacher and students in teacher-student interactions in the EFL classroom? What are the underlying reasons for teachers and students to use code-switching in teacher-student interactions in the EFL classroom? And what are the pedagogical suggestions are proposed by teacher and students regarding the use of code-switching in teacher-student interactions in the EFL classroom?

RESEARCH METHOD

Research Design

This research used a descriptive qualitative research design to explore the types, reasons, and pedagogical suggestions of code-switching in the EFL classroom context. This approach was chosen since it enables an in-depth and context-sensitive examination of naturally occurring language use to capture the complexity of code-switching used in classroom interactions. Since the aims of this research are aimed at understanding linguistic forms, participants' perceptions, and the pedagogical implications, a qualitative study can offer the flexibility to explain these phenomena in terms other than numbers. The research was limited to a single-case study based in one classroom of an English course in Bengkulu City, which involved one teacher and four students. This limited system allows for a focused and holistic understanding of the code-switching practices within a given instructional environment, where the patterns of interaction are relatively observable and stable. The classroom interaction was chosen as the primary unit of analysis since code-switching is a dynamic process that involves real-time communication between teachers and students. By concentrating on interactional data, this study can be able to capture authentic language use, identify structural types of code-switching and uncover the communicative and pedagogical functions underlying its use in the teaching and learning process.

Research Participants

In this research, purposive sampling was adopted to sample out participants who were deemed to be of interest to the research focus. The participants comprised of one English teacher and four students of a private English course in Bengkulu City. The course is self-managed with a competent female instructor who is pursuing a Master degree (S2) which implies a good academic and pedagogical background. The teacher possesses prior teaching experience in dealing with EFL learners and is actively engaged in classroom teaching where the interaction between bilingual often takes place. The students were learners of senior high school (Grade 10-12), with the age range of 16-18 years old, and with the lower-intermediate level of English proficiency of each students. The course was taken to enhance their speaking skills especially

in the use of communicative English. The learning duration that was observed was four meetings, during which teacher–student interactions were consistently conducted. The chosen participants were described in terms of active engagement in the classroom communication and active usage of code-switching in the learning process, which makes them suitable in this study.

Instruments

To ensure a comprehensive data collection process, this study conducted two qualitative instruments, namely, non-participant classroom observation and interviews. The initial tool was the non-participant classroom observation that was backed up by the observation sheet and the field notes. To systematically record instances of code-switching during teaching-student interactions, including the speaker, utterance, context and type of code-switching were to be recorded in the observation protocol. To capture more contextual information, such as classroom atmosphere, student responses, and interaction patterns that could not be fully captured through recordings, field notes were used.

The types of code-switching in the observation were classified based on the framework of Poplack who identified three types of code-switching: (1) inter-sentential switching, which is identified when language alternation between sentences is present; (2) intra-sentential switching, which is identified when language alternation within a sentence exists; and (3) tag-switching, which is identified when discourse markers or short tags in one language are inserted into an utterance in another language. These indicators were applied as analytical guidelines in order to ensure that there is consistency in categorisation of the observed data.

The second tools was the semi-structured interviews that were carried out amongst all five participants: a teacher and four students. The interview guidelines were structured to align directly with the study's research questions, which primarily concerned the underlying reasons students use code-switching and practical suggestions for its use in the classroom. The interview questions were also checked and validated by lecturer on the Sociolinguistics course, to ensure the validity and academic rigour of the used instrument. This informed critique made sure that the prompts used were theoretical and able to evoke the required data. All the interviews were recorded on a digital mobile device to facilitate the correct transcripts to be used in analysis. All data collection activities were conducted by the researcher to ensure consistency and that other ethics were upheld during the study.

Data Collection Technique

Data were collected systematically in several steps. First, the researcher obtained permissions to access and observe the classroom and gained informed consent from all the participants before the study. Participants were informed about the aims of the research and their confidentiality and anonymity were guaranteed. Second, classroom observation was performed in four meetings to observe the same tendencies of a teacher-student interaction in the use of code-switching in the EFL classroom. In this session, the researcher played the role of a non-participant observer. All data were recorded on audio-tape with a digital device to ensure accurate data would be captured, and the contextual data such as classroom dynamics and student responses, would be documented on observation sheets and field notes. Third, after the period of observation, semi-structured interviews with one teacher and four students were conducted. Each interview was recorded about 10-15 minutes in audio recordings to ensure that data is accurate. The interviews were supposed to do a background investigation on the underlying reasons why the participants use code-switching and what they recommend as regards the use of code-switching in the classroom. Lastly, all the data that was recorded on classroom interactions and interviews were transcribed word to word. The process of transcription included the conversion of audio tape records to written word in order to achieve systematic coding and analysis. This was done to make sure that the data were properly represented and could be subjected to further qualitative analysis.

Data Analysis

A qualitative analysis method was used to analyze the data namely the structural analysis on the interaction in the classroom and thematic analysis on the data of the interview. This analysis was undertaken in several systematic steps, so as to assure rigor and credibility. First, the non-participant classroom observation. All audio-recorded classroom activities and interviews were transcribed word-for-word. The data of classroom interaction was further divided into meaningful units in form of utterances, which are stretches of speech that the speaker produces that has a complete idea in the interaction. The data in the observations were analyzed through a coding procedure in regard to the predefined categories of code-switching adapted to the framework of Poplack, namely inter-sentential, intra-sentential and tag-switching. Second, the interview results. The thematic analysis was applied to the data collected during the interview, depending on the six stages suggested by Braun and Clarke (2006). Third, triangulation was implemented by comparison and integration of the results of classroom observation and interview data. The identified patterns of the observed interaction were cross-compared with the explanations of the participants to ensure consistency of the results and to obtain a deeper interpretation of the phenomenon.

A number of strategies were used to ensure that the study was trustworthy. The triangulation of data and close monitoring of the coding outcomes ensured the credibility. Consistency and transparency were ensured by using consistent and transparent coding procedures during the analysis. Moreover, reflexivity was exercised by critically contemplating possibilities of biasness in interpretation of the data to reduce subjectivity. It was a rigorous analytical process that ensured the findings were credible, dependable and were based on the data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study presents three main findings regarding code-switching in the EFL classroom. Firstly, three forms of code-switching were identified, with intra-sentential switching emerging as the most common type for both the teacher and the students. Second, code-switching is influenced by teacher and students in different ways, where the teacher mostly code-switches due to pedagogical reasons, and students code-switch because of language constraints and affective factors. Third, the teacher and the students make several suggestions, which can be used to reduce the utilisation of code-switching, especially by means of enhanced speaking practice and implementation of technology-assisted learning tools. Here are the tables of each type of code-switching that were found:

Table 1
Intra-sentential Switching by the Teacher

Number	Code Switching
1.	Pertama, we have to make sure that there's past tense yang masih berefek sampai sekarang.
2.	Ini sama dengan past tense yang kita bahas minggu lalu, before this topic , masih ingat kan?
3.	Coba perhatikan, the examples of Verbal Sentences in Present Perfect Tense di halaman berikut nya.
4.	Lihat kalimat positive nya, how many examples disitu?
5.	Common time expressions in Present Perfect Tense atau keterangan waktu yang sering digunakan dalam keterangan waktu ini
6.	Oke, apa lagi another example ?
7.	Oke jadi kita used has plus verb 3 ya. di kata travel nya.
8.	Jadi Bahasa Inggris nya “sebagai” itu “as” ya. “She” as subject , “has”, “traveled” as verb 3, and “to Europe in many times” as the object .
9.	Apakah mereka masih childhood now ?

10. Oke, itu ada contoh present perfect tense **in passive voice** ya.
11. Yang subjek hidup nya di sini yang mana? Yang **human as the team**.
12. Jadi yang **Verb3**-nya itu yang 'finished', **not** 'been'!
13. Tapi penulisan i've, you've, they've, ini hanya digunakan untuk **speaking or spoken, in written** jangan ya karena written dia lebih formal.
14. Oh ada yang mau di tanya **regarding the contractions**?
15. **Verb two** itu yang gimana contoh nya? Ada yang mention contoh verb 2?
16. Ya, benar. Jadi **verb 2** itu yang di belakang kata nya **we should add letter ed or d** ya.
17. Ya, jadi **adverbs** itu arti nya kata keterangan ya.
18. **The formulas of Simple Past Tense** atau rumus nya adalah **Subject plus to be plus complement** untuk kalimat positive nya.
19. Untuk kalimat negative nya itu rumus nya **subject plus to be plus not plus complement** ya.
20. Nah, untuk kalimat tanya nya itu, **to be** nya ya yang paling depan. Kemudian, **subject and complement**.
21. Ya, jadi ini ada 5 contoh dari **setiap positive, negative, and interrogative sentences**.
22. Coba sekarang kalian kerjakan **exercises** itu. Identify mana yang subjek nya, **to be** nya, dan **complement** ya.
23. Di simple past tense kita bisa pakai **2 verb** ya, yaitu **regular verb and irregular verb**.
24. **Regular verb** itu arti nya kata kerja yang beraturan. **In contrast, irregular verb** itu kata kerja yang tidak beraturan.
25. Jadi, **irregular verb** itu yang **verb 1, verb 2, and verb 3** nya memiliki **pronunciation** dan penulisan yang perbedaan nya cukup jauh ya.
26. Kalau **verb 1** dari kata went apa?
27. Kalau **verb 1** dari kata bought apa?
28. Ya benar, kita tambah "was" karena subjek nya "she". Tidak pakai not karena yang diminta itu **positive sentence**.
29. Berarti **in present perfect tense we used which verb**?

In Table 1, the teacher adopts the intra-sentential switching during classroom interaction. This variant is the most common, according to which the teacher frequently combines languages in one sentence. This tendency indicates that intra-sentential switching is employed as a flexible strategy to clarify materials and make students understand without disturbing the dynamics of communication.

Table 2
Inter-sentential Switching by the Teacher

Number	Code Switching
1	Oke mari kita koreksi lagi ya. Oben, read your answer, please.
2	Not eaten breakfast. Efeknya?
3	She has already finished her homework. dia baru saja menyelesaikan tugas rumah nya arti nya ya..
4	They have not eaten breakfast today. Apa past action nya?
5	Yup, good job. betul semua ya.
6	Jadi si "was" ini pasangannya "I, She, He, and It" ya. Jangan sampai salah pasangan, ntar ribet. Do you get it?
7	Ada yang mau memberikan contoh dari irregular verb? Raise your hand, please.
8	Good Job, Luna. Ada yang mau menambahkan?
9	Ya, benar. Thanks, Samuel!
10	Oke, jadi ini ada exercise. Please fulfil correctly!
11	Oke, nomor selanjutnya. What did we use to fill that blank?
12	Yang lain dong, masa Luna lagi. Samuel, do you want to try?

- 13 My parents itu diganti subjek nya jadi they ya. **So, we should use ‘were’ not ‘was’**
- 14 Ayo apa perbedaan present perfect future tense dan past tense? **Is there anyone want to explain it?**
- 15 **Okay, good job, Sam.** Lain kali jangan malu-malu.

Table 2 shows how inter-sentential switching by the teacher occurs. This type of switching is less common than intra-sentential switching, and is normally employed when changing between complete sentences. This means that inter-sentential switching is primarily used in more structured teaching contexts, as in giving instructions or highlighting important information.

Table 3
Tag-Switching by the Teacher

Number	Code Switching
1.	Oh iya, thank you for correcting me.
2.	By the way, jangan lupa di ganti ke kata kerja lampau ya.

Table 3 shows how tag-switching can be used in classroom interaction. This form is least manifested and is mostly employed in the form of short expressions or discourse markers. This implies that there is a supportive communicative role of tag-switching but not a predominant role in teaching.

Table 4
Intra-sentential Switching by Students

Number	Code Switching
1.	Past action -nya dia kehilangan kunci. The effect nya dia masih kehilangan kunci sampai sekarang.
2.	Past action nya kaki nya patah tulang. The effect nya sampai sekarang dia belum bisa berjalan normal.
3.	Past action nya mereka barusan saja sampai. The effect mereka masih di sana sampai sekarang.
4.	“I” as subject , “have” , “finished” as verb 3 , dan “my homework” as object.
5.	“She” as subject , “has” , “travelled” sebagai verb 3 , dan “to Europe many times” as object.
6.	Present Perfect describes an action that happened at past but give the effect sampai sekarang. Sedangkan, simple past describes an action that happened at a specific time in the past.
7.	Miss, for next meeting , kalau ada exercise boleh request pakai quizizz aja nggak?
8.	verb 1 nya Eat, verb 2 nya Ate, dan verb 3 nya Eaten
9.	Went adalah irregular verb.
10.	Because she pasangan nya was.
11.	Karena ‘the weather’ pronouns nya it. Maka to be nya pakai was.

Table 4 will show how students could utilise intra-sentential switching in classroom interaction. This form is the most commonly used kind of code-switching, meaning that students tend to intermix languages in one sentence. This trend indicates that students use intra-sentential switches to sustain communication especially when they are having a hard time getting their ideas across because of limited vocabulary.

Thus, the data are found that there are incidences of inter-sentential switching that is applied by the students. This form is less common than intra-sentential switching and only occurs when students are alternating languages between complete sentences. This means that students are more likely to use this type in more deliberate or structured responses, but this is not the primary tactic that students use when interacting in the classroom. In addition, the data

are found that how students use tag-switching as a part of classroom interaction. This form manifests in minimal forms and is normally applied in the form of short expressions or discourse markers. This implies that tag-switching is an additional communicative property as opposed to a superior form of code-switching among students.

The reasons for using code-switching in the classroom

Teacher: *"The reason I use code-switching is that I realize the limits of my students' abilities. If I used full English, I'm afraid that my students would not be able to deliver the materials clearly. It's unfortunate if this happens. Then, I used code switching to clarify, explain, and emphasize materials or instruction. Moreover, I am here on salary, mandated to teach them to be better in English. So, what is the point of using full English if my students do not understand what I explained? So I prefer to use code-switching to make sure my students understand the materials and are comfortable in the classroom."*

Student 1: *"I used code-switching because it's just a reflection to do the code-switching. In addition, sometimes I know what I want to say, but it is too hard to say that, maybe because my speaking skills are not good yet. Sometimes I also feel bad with my friends and Miss if they have to wait for me to load my speech because I am thinking about the English sentence or word I want to say. So, I used English and Indonesian when I spoke even though sometimes it sounds weird and awkward."*

Student 2: *"I used code-switching because I lack vocabulary. However, vocabulary is the main thing when speaking. So, I used English and Indonesian, that's it."*

Student 3: *"My English is not good enough, so I took this English course. I used code-switching because my teacher suggested we use English as much as we could, and I did. I use English as much as I can, so I speak both English and Bahasa Indonesia. If I use Indonesian, it means I don't know what English is."*

Student 4: *"My reason is the same as my friends. If I'm good at English, maybe I rarely use Indonesian when speaking. I will be proud if I can use full English in the classroom. But I'm still learning English. In conclusion, my speaking skills are not good yet because I lack vocabulary and confidence. And yeah, I am so glad because my teacher does not scold us when we use Indonesian, even though she suggests that we use English. But as students, we always try to speak better in English."*

The suggestions regarding the use of code-switching in the classroom

Teacher: *"Although I initially said that code-switching is essential to help students understand the materials more easily. In addition, as a teacher, I should help the students improve their speaking skills. As my students mentioned, most of them lack vocabulary, so in the next meeting, I should focus on teaching them vocabulary materials. Also, I should choose vocabulary materials that relate to my students' real lives. Subsequently, the selection of learning methods and technology implementation in learning is also crucial here. It is hoped that after making maximum efforts, the use of code-switching by teachers and students can be reduced because the less code-switching is used, the better the students' English skills. I will also encourage them to remain confident in speaking English despite grammar mistakes. Then, for myself, I think I should reduce code-switching because I realize I used too much code-switching in the classroom".*

Student 1: *"My suggestions are that students practice speaking many times independently to decrease the use of code-switching in the classroom. In my opinion, learning English in school and in an English course is not enough. We should also practice it at home. Another suggestion that I can say is singing can also improve our speaking fluency."*

Student 2: *"I align with my friend. The students should practice speaking independently, not only in school but also in the English course. "Practice makes you perfect". I suggest using YouTube and Elsa to practice speaking English. There is so much content we can use on YouTube to engage our speaking skills, and of course, it is free. Next, Elsa Speak is one of the best applications I have found for practicing speaking English. That application is so interesting. Why? Because it not only emphasizes us to speak but also engages our critical thinking, especially if we take the debate course. So, yeah, I suggest my*

friend use this application. I am sure their speaking skills will improve. So, the English learning in the classroom can be conducted in full English, with no code-switching."

Student 3: *"I suggest we should memorize the vocabulary that relates to our daily lives. So, if we want to speak, we can speak more easily without code switching and old loading. However, Vocabulary mastery should also go hand in hand with speaking practice to avoid stiffness when speaking. Because what is the use of a lot of vocabulary if we still find it difficult to compose sentences? Actually, my answer is the same as that of my two friends; practice is key".*

Student 4: *"I suggest that students practice more, either in school, an English course, an English community, at home, or anywhere. Because the place of learning is unlimited. Personally, I suggest that my friends use Duolingo. There are so many tasks that relate to speaking and vocabulary. Based on my experiences, this application helps me improve my speaking and vocabulary. I have just used this application for 2 months, and now I do not code-switch as much as I used to, so I think it's good for practising speaking and reducing code-switching in class".*

Discussion

Based on the findings, teachers and students use three types of code-switching. Those are inter-sentential switching, intra-sentential switching, and tag-switching, with intra-sentential switching being the most common switching used by teachers and students. This phenomenon shows that participants not only replace entire sentences with their native language, but also actively try to keep English as the main language of conversation. The frequency of switching between sentences indicates that a linguistic struggle is underway in the middle of the conversation; that is, even though speakers intend to speak in English, they face a definite lack of words mid-sentence.

The results indicate that code switching is not only a manifestation of low EFL competence, but also a pedagogical and communicative approach in EFL classroom interaction. The frequency of intra-sentential switching in the teachers' and students' utterances suggests that they tend to produce two languages in the same sentence to keep the communication going while the meaning is understood. In teachers' use, code switching can serve as a teaching tool to clarify concepts, address new vocabulary, facilitate student understanding, and foster interaction in the classroom. For students, on the other hand, code switching seems to be a strategy to communicate in order to avoid the lack of vocabulary and low self-confidence in the ability to convey the desired message completely in English. Thus, code switching is an adaptive phenomenon in bilingual contexts, with language alternation facilitating the meaning-making and active involvement in classroom interactions.

The results of these findings have significant implications in relation to EFL teaching practice. The findings suggest the strategic use of code switching as a teaching tool, rather than using too much, in accordance with students' understanding needs and exposure to English. Too much code switching may lessen students' opportunities for achieving communicative competence in English, and some degree of code switching with an appropriate purpose may promote the effectiveness of the learning process. Hence, teachers should gradually promote students' use of English by holding interactive speaking activities, building vocabulary and conducting continuous communicative training. Furthermore, the use of educational technologies, like language learning software, digital speaking platforms, etc., can also help to increase the students' confidence and help to decrease dependency on code-switching. Therefore, the code-switching process should be considered not as a problem in language use, but as a pedagogical tool that can be used as a transitional tool to help students achieve greater mastery of English if it is used correctly.

In detail, this study found that intrasentential switching is commonly used in classroom interaction. This aligns with Sampurna (2023), who revealed that teachers used 3 types of code-switching, those are: intrasentential code switching, as the most frequently used; inter-sentential code switching, as the second most frequently, and tag-switching, as the least frequently used.

The similarity of these findings implies that teachers are inclined to switch languages within sentences, as this enables them to proceed with the flow of communication and helps students understand. The use of words, phrases, or even clauses of another language while maintaining the continuity of the discourse allows teachers to make a more efficient explanation of concepts and ensure that learning objectives are met. Moreover, the high percentage of intrasentential switching could be attributed to the teachers' desire to give the students enough contact with the target language while providing support for the language. For instance, when the students have problems understanding the content of the lessons. Thus, the results suggest that intrasentential switching is not only a communicative strategy, but is also a pedagogical device which can assist the teacher to build more accessible and effective classroom interaction.

On the other hand, the three types of code-switching identified in this study provide a more detailed linguistic profile than the study by Bonyadi et al. (2021), which only observed inter-sentence and intra-sentence code-switching. The introduction of tag switching in this case shows a more subtle and improvisational approach in the interaction between teachers and students, where short linguistic tokens are present to maintain conversation and demonstrate social connection. In addition, unlike previous studies in which teachers played a dominant role in code switching, this study shows a more balanced participation, with students equally involved in navigating among the three structural categories. This change shows that code-switching is not a teaching tool, but rather a communicative practice used jointly by both parties to reach a consensus of meaning in a bilingual classroom.

Additionally, the results of this study are not as comprehensive as those of Maranan et al. (2025) and Roslan et al. (2021), which distinguish five main types of language switching: metaphorical and situational switching. This situation may be due to the lack of metaphorical and situational shifts in this study because the classroom environment is relatively consistent and controlled, with relatively stable topics and social roles, thus limiting the need for broader situational shifts. Therefore, although this study supports the existence of the basic forms of code-switching identified in larger studies, it also highlights the fact that the classroom environment encourages the application of more focused structural switching to facilitate the filling of instant linguistic gaps.

Moreover, the code-switching by teacher and students is used for interaction or socialisation. These findings align with Kumar et al. (2021), who found that the students used code-switching for socialisation. Masna (2020) also found reasons for EFL students' code-switching, especially in interaction. This supportive environment appears to align with Murtiningsih et al. (2022), who emphasised that teacher attitudes and instructional choices, such as tolerating code-switching, can help promote student participation, foster engagement, and facilitate learning in multilingual classrooms. In this context, the code-switching function is not only for linguistics but also to support classroom and social cohesion. By permitting language alternation, the instructor validates the students' existing linguistic resources, thereby creating a low-anxiety environment that encourages spontaneous contribution. These results support the idea that the process of code-switching can be considered a natural process in building relationships and forming shared meaning when the classroom is viewed as a social community rather than a rigid linguistic space. The social role assigned is particularly critical in English language classes, where communicative competence is the main goal, as this social role allows students to maintain social interaction while attempting to overcome the challenges of a new language.

Furthermore, the findings of this study indicated several reasons for teachers' and students' use of code-switching in the classroom. The main reason teachers use code-switching is the limits of students' English abilities, and to ensure students follow and grasp the main instructions in the classroom. This finding aligns with Taufiq et al. (2022), who showed that students regularly show issues speaking out loud because they have a small vocabulary and are

not given enough practice talking. Then, Tabassum et al. (2020) found that teachers use code-switching to provide solutions for students who do not speak English very well. Murtiningsih et al. (2022) found that teachers use code-switching to discuss specific topics, involve students more actively, control classroom activity, and motivate them. These findings imply that, by recognising these lacks, the teacher would change from English to their mother tongue to comfort students and make learning easier. Code-switching can help teachers to explain complicated concepts, keep the class in order, and actively involve students in the learning process. Using various languages, the teacher managed to hold the students' interest and prevent confusion, which encouraged more students to participate in class.

On the other hand, the students 1, 2, 3, and 4 mentioned they do code-switching because of the lack of speaking skills, especially in English vocabulary. This is aligned with Taufiq et al. (2022), who found that the students found it difficult to state their ideas orally because of limited vocabulary and a lack of chances to speak English. Therefore, code-switching becomes a compensatory strategy that allows students to remain engaged in classroom interaction despite their linguistic limitations. It highlights the importance of creating more opportunities for students to use English confidently and actively in formal and informal learning environments. The fact that students use code-switching to speak more easily and avoid being "blank" during conversations matches.

In addition, these findings highlight suggestions from teachers and students regarding the use of code-switching in the classroom. This study indicated that teachers should reduce code-switching because they realised they used it often in the classroom. This aligns with self-reflection found by Zainil & Arsyad (2021) that the teacher should use English rather than Indonesian in tasks and classroom instruction. It is revealed that teacher awareness becomes a critical factor in adjusting language use to better support students' language development while maintaining instructional clarity. Those suggestions to minimise code-switching indicate that educators have to balance between language support and English language immersion. Nevertheless, it is imperative to note that code-switching may be an efficient means of making the understanding process easier, especially when it comes to lower-level students.

Additionally, the findings indicated that code-switching can enhance pedagogical activities in EFL classrooms. The study discovered that teachers and students switched within sentences, a strategy they used to interact, ask and answer questions, and simplify what they said to each other. This is similar to Shafi et al.'s (2020) findings that using different languages improves student interaction and knowledge and makes learning more comfortable. In addition, this study found that code-switching helped the teacher to explain grammar and led students through activities. This aligns with Altun's (2021) findings that code-switching helps students emphasise and reinforce complex content. The present study supports the conclusion from Mauliddiyah et al. (2020), which indicated that teacher-initiated code-switching fosters students' interest and strengthens instructional delivery. Moreover, Ulfah et al. (2021) observed that using both languages in the classroom helps keep students engaged and connected with their teacher, which this study also highlights through the teacher's language use to ensure classroom engagement. Ultimately, this study paints a picture of code-switching as a vital component of effective language teaching, one that enables teachers to create a more inclusive, dynamic, and effective learning environment. As such, language educators need to recognise the value of strategic code-switching and develop the skills to harness its potential in the classroom.

CONCLUSION

This study investigated three types of code-switching: inter-sentential switching, intra-sentential switching, and tag-switching. Specifically, intra-sentential switching is the common code-switching used by teachers and students. Furthermore, this study highlights some teacher and students' reasons for using code-switching in the classroom. The teacher uses code-

switching to accommodate students' abilities, clarify, emphasise, and explain to ensure they understand the material and feel comfortable with English learning. On the other hand, for students, the main reasons are the lack of vocabulary, difficulty expressing thoughts, and low speaking confidence in English. Code-switching helps students reduce anxiety, avoid long pauses in speaking, and maintain communication when they struggle to find English vocabulary. It is influenced by the teacher's tolerance and encouragement to use English often, while still allowing Indonesian when necessary. Additionally, this study highlights suggestions from teachers that the teacher should appropriately select the vocabulary, learning method, and technology implementation for students, maintain confidence, and reduce code-switching in teaching English.

This study contributes to the understanding of code-switching as both a pedagogical strategy and a communicative resource in EFL classroom interaction, particularly in the context of a private English course. However, this study is limited by its small sample size and its focus on a single classroom setting, which may not fully represent broader EFL contexts. Based on the findings, it is advisable to have teachers slowly reduce the usage of the code-switching language by developing better vocabulary in students and aiding in making the usage of the English language in the classroom more active. Moreover, it is recommended that students should practice speaking on a regular basis and use digital learning tools to enhance their confidence and fluency. However, this study has limitations. This study was conducted in an English course with a small sample, limiting the findings. It is suggested that future research be conducted with a larger, more diverse sample, including private schools, public schools, and higher education. Furthermore, this study focuses on inter-sentential switching, intra-sentential switching, and tag-switching. It is suggested that future research explore metaphorical and situational code-switching to provide a more comprehensive view of language alternation in the classroom.

INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study. Participants understand that their identities are kept confidential and that all information they provide is used solely for research purposes. They have the right to withdraw from the study at any time without any penalty or loss of benefits to which they are otherwise entitled. By continuing, they give their informed consent to participate in this research under the conditions described.

DATA AVAILABILITY STATEMENT

The data used in this study cannot be made publicly available due to strict privacy and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations. However, researchers or interested parties who require access to the dataset for validation or further analysis may request it. Such requests will be considered on a case-by-case basis and must be deemed reasonable. Importantly, approval from the appropriate institutional ethics review board is mandatory before any data can be shared, to ensure that the proposed use aligns with ethical guidelines and participant consent terms.

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