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Code-Switching in EFL Classrooms: Typology and Communicative Roles

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Abstract: Code-Switching in EFL Classrooms: Typology and Communicative Roles. The purpose of this study was to look into the types and functions of code-switching that are used in an EFL teacher classroom interactions. The teacher's interactions in this qualitative study were observed, recorded and subsequently transcribed. A multi-step analytical procedure that included data reduction, data visualization, and drawing/verifying findings was carried out. The findings showed that the teacher used three different types of as well as six functions of code-switching during interactions in the classroom. The types include tag switching (12), intra-sentential switching (37), and inter-sentential switching (62). Besides, the researcher found that the code-switching used by the teacher has the referential function (2), the directive function (31), the expressive function (20), the phatic function (18), the metalinguistic function (26) times, and poetic function (3). In conclusion, the use of code-switching in class interactions can help students' comprehension and engagement in English language learning while considering the students level.

Keywords: code-switching, EFL classroom, qualitative study.

Abstrak: Pergantian Kode dalam Kelas EFL: Tipologi dan Peran Komunikatif. Tujuan penelitian ini adalah untuk menyelidiki tipe dan fungsi pergantian kode yang digunakan guru dalam mengajar Bahasa Inggris sebagai Bahasa Asing (EFL). Selama proses pembelajaran berlangsung, interaksi antara guru dan siswa diamati, direkam, dan kemudian ditranskripsi. Selanjutnya, prosedur analisis data dilakukan secara berjenjang yang mencakup reduksi data, visualisasi data, serta penarikan/verifikasi temuan penelitian. Hasil penelitian menunjukkan bahwa dalam proses interaksi dengan siswa selama pembelajaran berlangsung, guru telah menggunakan tiga jenis tipe serta enam fungsi pergantian kode yang berbeda. Jenis pergantian kode meliputi pergantian tag (12), pergantian intra-kalimat (37), dan pergantian antar-kalimat (62). Selain itu, peneliti menemukan bahwa pergantian kode yang digunakan oleh guru memiliki fungsi referensial (2), fungsi direktif (31), fungsi ekspresif (20), fungsi fatis (18), fungsi metalinguistik (26) kali, dan fungsi puisi (3). Dengan demikian, pergantian kode dalam interaksi pembelajaran di kelas bermanfaat untuk membantu pemahaman dan keterlibatan siswa dalam proses pembelajaran Bahasa Inggris seraya mempertimbangkan level kemampuan siswa.

Kata kunci: pergantian code, kelas EFL, studi kualitatif.

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INTRODUCTION

By briefly explaining difficult ideas and instructions in the student's native language, code-switching promotes a sense of cultural inclusion, builds confidence, maintains effective communication, and aids vocabulary development in language classrooms. It facilitates a smoother language learning experience by fostering a good learning atmosphere, assisting learners in expressing themselves, attending to individual needs, and assisting with the transition from their native language to the target language (Jayanath, 2021; Mulyani, 2017).

The use of numerous languages, dialects, or communication styles by speakers during speech or communication, whether between individuals or in various contexts, is referred to as code-switching (Tolochko & Boomgaarden, 2017; Upton & Cohen 2009; Wodak, 2011; Maheswara, 2022; Utami, Hakim & Adiputra, 2019; Wibowo, 2017; Yosi & Sadia 2019). This means that whenever communication incorporates more than one language, code-switching occurs. Depending on the specific context they are addressing, speakers may use different words, skills, styles, dialects, or other linguistic aspects (Briones, 2016; Davies & Bentahila, 2008; Devianty, 201; Green & Wei, . 2014; Martin & Zappavigna 2019; Skoufaki, 2019; Scott-Baumann, 2011; Tomoyuki, 2021; Zhan & Huang. 2018).

The common practice of code-switching in the context of English as a Foreign Language (EFL) classroom interactions is a fascinating phenomenon that is now being observed. It becomes clear that teachers commonly use code-switching while explaining instructional materials to improve their understanding of the subject matter (Fachriyah, 2017; Üstünel, 2016). As such, many types and effects of code-switching in English as a Foreign Language (EFL) classrooms have been examined in previous studies.

Researchers have looked into teacher-initiated code-switching, in which teachers purposefully move between the target language and students' native language to explain difficult topics, make instructions clearer, or foster a more inclusive environment (Nurhamidah, Fauziati, Supriyadi, 2018). Studies have looked at student-initiated code-switching, where learners unconsciously use parts of their original tongue when speaking English, which may reveal how at ease and proficient they are (Suganda, Petrus, & Zuraida, 2021). These studies have illuminated the dual benefits of code-switching—how it can improve comprehension and boost self-assurance while also potentially impeding skill growth if overdone. The main motivation behind this exercise is to make sure that the students can easily understand the subject. Without using code-switching, there is a greater chance that students will have trouble understanding the subject matter. This problem could be caused by vocabulary gaps in the kids. Students may therefore encounter difficulties comprehending the topic matter when teachers only use one language to express it. Therefore, learning about different kinds of code-switching and their results helps teachers improve their methods in EFL classrooms.

Additionally, Kustati (2014) investigated types of code-mixing and code-switching made by teachers and students in EFL cross cultural communication class and found that code-switching served a variety of purposes, such as explanation, work process adherence, and emotional and motivation expressiveness. Code-switching, which take into account grammatical conventions and efficient information transmission, can be used as successful ways to stress important information (Meristika, Usman, & Siti, 2018). Besides, Waris's (2012) study highlighted that teachers regularly used code-switching when dealing with a variety of student levels, situations, and themes. The choice of which language to

stress depended on the circumstances. Such employment is of benefit for clarification, repetition, explanation, translation, checking for understanding, vocabulary development, class discussions, providing feedback, assisting memorization, managing the class, and providing entertainment (Fachriyah 2017). Thus, the use of code-switching in classroom interactions for students learning English as a Foreign Language (EFL) is important. Due to the prevalence of this phenomena, the researcher has grown extremely interested in examining the use of code-switching in the context of interactions and pedagogical implication in EFL classrooms, (Bahous, Nabhani, & Bacha, 2013; Zainil & Arsyad, 2021).

This study extends earlier studies that address code-switching in EFL classrooms. The current study, however, is different in that it focuses on examining code-switching in terms of types and functions. In this context, teachers in a range of educational settings can benefit greatly from studying code swapping. Knowing the types and functions of code- switching enables teachers to improve communication with students who speak different languages, creating a more welcoming and helpful learning environment. In addition, teachers may improve student engagement and academic performance by understanding when and how to strategically use code switching to decode complicated ideas, guarantee comprehension, and close language gaps. More importantly, by being knowledgeable with code switching, teachers can better adapt their teaching strategies to the needs of certain students, resulting in more individualized learning environments. This knowledge enables teachers to establish a balance between encouraging the preservation of local language and the development of the target language, enabling a more culturally aware and successful teaching style.

■ METHODS

Participants

This research was carried out in a secondary-level English as a Foreign Language (EFL) classroom. Out of the 15 teachers, an EFL teacher was conveniently chosen based on the study's specific requirements. In this context, the requirements were more on the teacher's experience and knowledge background in EFL teaching.

Research Design and Procedure

This study belongs to descriptive qualitative design. The data collection procedure for this qualitative study would entail observing and recording classroom interactions of an EFL teacher that was conveniently chosen. Codes-switching uttered by the teacher was documented with video and audio recordings, as well as thorough field notes in four times. This qualitative information would shed light on the situation, causes, and effects of code-switching.

In order to uncover recurring patterns and themes linked to code-switching, the researcher qualitatively transcribed and carefully analysed the recorded exchanges. The underlying types and functions of code-switching and its consequences on comprehension and engagement would be also highlighted. As such, the main focus is on the use of code-switching, particularly in light of the typology suggested by Poplack (1995) and the functional framework put forward by Apple and Muysken (1987). The interdependence of code-switching kinds and functions is highlighted by this work, calling for a thorough and unified analytic methodology

Instrument

Aside from the researcher himself, codes-switching uttered by the teacher was documented with video and audio recorder. In addition,

observation sheet was used for the sake of having more data. This qualitative information would shed light on the situation, causes, and effects of code-switching.

Data Analysis

In the meantime, the researcher carried out three crucial tasks that were in line with the ideas put forward by Miles and Huberman (1994) for the data analysis. These tasks included data reduction, data visualization, conclusion generation, and validation. These analytical procedures laid the groundwork for a methodical and thorough analysis of the gathered data. To date, even only one teacher, triangulation would be important to make sure the rigor of the study. By comparing field note and recording data, the researcher triangulated the findings and gained a deeper understanding of the teacher's code-switching employment.

■ **RESULTS AND DISCUSSION**

This section is devoted to the discussion regarding the objective of the study that is the employment of the types and functions of code-switching in interactions in EFL classrooms. When examined in terms of its forms and uses in classroom interactions, code-switching—the deft switching between languages within a single discourse—offers significant benefits. The variety of code-switching types, such as tag-switching, intra- and inter-sentential switching, and intra- and inter-sentential switching, offers teachers a wide range of communication tools. These types give teachers the ability to underline important points in ways that monolingual communicators might find difficult to do, communicate complicated topics more clearly, and customize their teaching strategies to specific students. Additionally, code-switching serves as a bridge across cultures and promotes inclusive participation in addition to its linguistic adaptation benefits (Sastra, & Adriyanti 2022).

A nuanced picture of the numerous types utilized to promote communication and comprehension emerges from the data regarding the types of code switching performed by the chosen EFL teacher in the four-times classroom interactions were examined. The examination was focused on situations where the teacher skillfully switches between English and the students' native tongue as shown in the following table (Table 1).

Table 1. Types of code-switching

Types		
Inter-sentential Switching	**Intra-sentential Switching**	**Tag Switching**
11	7	4
15	6	2
6	4	2
30	20	4
62	**37**	**12**

With respect to the data in Table 1, inter-sentential switching is the most common type among other types, occurring sixty-two times in each recording. In contrast, tag switching appeared twelve times, and intra-sentential switching was found in 37 instances. As such, the teacher purposefully used code-switching to give explanations, give illustrations, or give clarifications in the students' native tongue for better understanding. Inter-sentential switching can also be used to reinforce difficult concepts, making the material more understandable for students

who might find particular ideas difficult to grasp in the target language. The frequency of inter-sentential switching may reflect the teacher's deliberate efforts to close linguistic gaps and foster a positive learning environment where pupils can better understand the topic as shown in the following extract.

Extract 1 Apa bedanya? The difference between English as a second language and English as a foreign language. The name of the course is TEFL. It is Teaching English as a Foreign Language. Bukan Teaching as a Second Language. The question is the difference between English as a second language and English as a foreign language. Apa bedanya? Please!

Pushing further, code-switching used strategically in the classroom can significantly improve student comprehension and knowledge transfer. The intra-sentential code-switching in question enables teachers to use a variety of language tools to fully explain complex ideas. This notion that some concepts are better expressed in a student's native language fosters a greater comprehension of the subject. In order to ensure that students understand the major ideas and to promote clearer communication, teachers can also emphasize important information by using inter-sentential switching and tag-switching. These features highlight how code-switching types can improve the learning experience and give teachers a powerful tool for navigating the difficulties of efficient information exchange. The findings mirror the study of Ramadan Mu'in & Arini (2019), Pratama (2022) and Fanani, & Ma'u (2018) who discovered that intra-sentential code-switching, in which teachers transition between English and the students' native tongues within sentences, was a successful method for clarifying difficult ideas. This method improved students' comprehension and involvement with the subject matter, enabling them to fully

understand complex subjects. Additionally, this study support Moetia & Kasim's findings (2018) who revealed that teachers used inter-sentential code-switching, or switching between distinct phrases or utterances, to emphasize important ideas and directives. Students' attention was increased during this purposeful usage of code-switching, which helped them understand and remember the material better (Fauziati, Widiastuti, Darussalam, 2020) Thus, code-switching, when used carefully, can improve understanding, underline crucial ideas, and encourage diversity, making language learning more and rewarding.

When considered through the prism of how it performs in interactions with students in the classroom, code-switching—the deliberate shift between languages within a conversation—offers considerable benefits. This language phenomena offers teachers a versatile tool for nuanced communication that advances learning opportunities, cultural inclusivity, and effective communication techniques.

Understanding and comprehension are two important things that code-switching can help with. When describing complex subjects, teachers can purposefully use a language that students are more accustomed to. By doing this, they draw on the students' pre-existing linguistic expertise and help them understand the subject matter better. Code-switching facilitates a more seamless transfer of knowledge and lowers learning hurdles by serving as a link between the language of teaching and students' linguistic backgrounds. Additionally, code-switching helps students build relationships and a feeling of community in the classroom. By incorporating students' native tongues, instructors recognize and affirm their cultural identities. Because of the inclusive environment it promotes, kids can participate more fully in conversations and activities. Thus, code-switching is a strategy for improving relationships between teachers and students and promoting active engagement.

Table 2. Functions of code-switching

Functions of Code-Switching					
RF	**DF**	**EF**	**PHF**	**MF**	**POEF**
1	3	3	3	5	0
0	7	4	2	1	0
0	1	5	2	3	1
1	20	8	11	17	2
2	**31**	**20**	**18**	**26**	**3**

Note: RF: Referential function, DF: Directive function, EF: Expressive function, PHF: Phatic function, MF: Metalinguistic function, POEF: Poetic function.

Regarding the data in Table 2, the constant presence of the metalinguistic function indicates that the chosen EFL teacher frequently uses code-switching to talk about language-related topics, such as clarifying word definitions, elaborating on grammar rules, or debating language usage. This can suggest that the teacher employed code-switching as a teaching strategy to speed up language learning and promote a deeper comprehension of the structure and usage of the target language as shown in the following extract

Extract 2 *I confuse or I am confuse. Harus paham itu ya, harus di biasakan kalau anda mengatakan I confuse berarti saya membingungkan, membingungkan artinya ada orang yang dibingungkan oleh anda, tapi kalau anda bingung jangan lupa to be-nya I am confused. It is a small stuff but really influential, kecil tapi sangat berpengaruh sekali, mulai dari sekarang harus tertata. I am interested in bukan I'm interested to, paham ya?*

Overall, the data in Table 2 imply that code-switching can be used for a variety of purposes, including expressive aspects, metalinguistic discussions, and didactic explanations. It's possible that an intentional pedagogical strategy to improve understanding and engagement is reflected in the prevalence of some functions, such as didactic and metalinguistic. This study supports the previous study of Er & Özata (2020), Puspawati (2018) and Temesgen & Hailu (2022) who discovered that teachers used code-switching as a deliberate tactic of academic, managerial and social functions. Teachers emphasized grammar rules, vocabulary nuances, and pronunciation patterns when switching from the target language to the pupils' native tongue. Students' comprehension of intricate linguistic patterns was improved by the explicit code-switching for metalinguistic explanations, which facilitated language acquisition. In this context, explicit linguistic explanations, linguistic awareness, and scaffolding of students' language growth can all be achieved through the use of code-switching in EFL classroom interactions. Teachers can improve their students' language learning experiences, deepen their comprehension of linguistic structures, and increase their level of language proficiency and identity by carefully using code-switching for metalinguistic reasons. (Yim & Clément, (2021).

Additionally, the existence of functions suggests that code-switching plays a part in adapting to various conversational contexts. Code-switching serves as a tactical tool for emphasis and emotion expression (Cahyani, de Courcy & Barnett, 2016; Purnama, 2020; Rezvani Street, & Rasekh, 2011; Suganda, Petrus, & Zuraida, 2021) It is a technique that teachers can employ to emphasize key ideas, elicit feelings, or convey a sense of closeness. This feature gives classroom interactions a dimension of complexity that makes learning more interesting and remembered. Thus, understanding the varied types and functions that code-switching plays in

classroom interactions highlights the importance of this technique as a teaching tool. Code-switching improves the educational landscape by promoting a dynamic and effective communication environment, which offers a variety of benefits from improving comprehension and fostering diversity to adding emphasis and emotional resonance.

To date, beyond its benefits for education, code-switching is essential for fostering engagement and cultural ties. Teachers can create a welcoming environment where people from different origins are accepted by recognizing and incorporating students' native languages. This appreciation fosters a sense of belonging, thereby raising students' involvement and self-esteem. Additionally, code-switching can be purposefully used to increase involvement from students who might feel more at ease speaking in their home tongues. As a result, code-switching breaks down linguistic boundaries and acts as a link that not only makes learning easier but also strengthens the bond between teachers and pupils. To sum up, knowing the different types and functions of code-switching equips teachers to take advantage of its benefits in enhancing comprehension, cultural inclusion, and engagement in classroom interactions.

■ **CONCLUSIONS**

The frequent inter-sentential code-switching in EFL classes that serves a metalinguistic purpose emphasizes the planned and strategic nature of language teaching. In order to improve comprehension, highlight language aspects, and encourage students' knowledge of metalinguistic concepts, the teacher made use of the potential of code-switching. In order to achieve more successful language learning outcomes, this combination of type and function reflects a methodology that acknowledges the potential of code-switching as a pedagogical tool to bridge linguistic divides and encourage deeper engagement with linguistic structures.

While examining the nature (inter-sentential) and function (metalinguistic) of code-switching that is frequently used in EFL class under study is illuminating, there are several restrictions that need to be taken into account. Due to linguistic and contextual differences, the results might not be applicable to everyone. The study's sample might not accurately represent all EFL classrooms, and the variety of code-switching techniques would have been overlooked. Additionally, it's possible that evolving teaching trends over time won't be noted. It's possible that participants don't always completely understand their code-switching tendencies, and the approach used could induce biases. Results may also be influenced by the personal preferences of the teacher. A balanced view of the study's scope and implications is ensured by acknowledging these limitations in further studies ahead.

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