



Code Switching and Teacher's Response in M-ICO Class

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Abstract. This study's goal is to categorize the different types of code swapping. employed by the M-ICO class to L1 at SMP Muhammadiyah 2 Taman and the reaction of the English teacher of the 7th grade to its application when instructing English-related courses. Data were collected using a qualitative technique through observation and interview.. The findings showed that intra-sentential code-switching is the most used type in the class. Then, the English teacher stated that she used code switching in order to make the students understand easily, to translate any difficult words and make learning efficient. On the other hand, the English teacher revealed that code switching is not the better way, but paraphrasing is the best way because it maintains using L2 in class. It is hoped this study can inform English teachers, particularly those who teach in international students or M-ICO, about the best kind of code switching and the reason in using it.

Keywords: code switching, M-ICO, understand

1 Introduction

English become one of important language in almost every country, including in Indonesia. Learning English may help people communicate with others on a wide range of topics, including business, politics, and education. [1]. As a result, educating overseas students in English has started at a young age. When it comes to teaching English, teachers' abilities have a big impact on how well their students learn the language [2]. English is learned from kindergarten to university students [3]. The general purpose of learning English is to able to communicate with anyone in this world other than Indonesian. Communication is necessary for people to express themselves and exchange information.. Speakers employ communication when imparting information to a listener [4]. Keep in mind that today's requirements for communicative competence in the target language are higher than ever before [5].

English is used throughout the country for certain instrumental functions, but never for actual communication outside of the classroom [6]. So that, in EFL lessons communication with English is emphasized [7]. Because language is something that emerges from everyday habits, one way to master English is to use it every day, whether at home, at school or in other activities. The environment becomes a big influence for someone in learning English. Therefore, it is natural that some schools open specialization classes or international classes with a focus on making English as an additional daily language [8]. It happens whereas it's not necessary for native English speakers to instruct English classes [2].

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In an English language learning itself, especially in secondary level learning, sometimes an English teacher does not immediately speak using English. Of course there will be some words or sentences that are converted into the mother tongue (L1). Students from beginner to near-proficient levels of the language are mixed together in a classroom. [9]. The usage of code switching to L1 is thus significant in the eyes of English language teachers. If the teacher speaks to the students in unfamiliar words, the teacher must spell the words. It could be that students miscommunicate with the words that the teacher means, because not all students memorize the pronunciation of words in English.

The employment of a student's mother tongue (L1) in a second (L2) or foreign language classroom has been a topic of discussion in literature across the globe [3]. This is due to the fact that code switching, on the one hand, aids the teacher in the teaching process. However, on the other hand there are concerns from English teachers if students will get used to using Indonesian or L1 and minimize the use of English or L2. As a result, it is possible that students will understand the context of the material but do not practice the language in the learning process or everyday.

SMP Muhammadiyah 2 Taman is a school that has three superior classes at each level, namely the M-ICO (Muhammadiyah- International Class Orientation), Tahfidz, and Excellent class. The M-ICO class is a class that focuses on getting used to English as a daily language by having extra classes in speaking, listening, vocabulary and writing classes. It is expected that students in the M-ICO class can have an advantage in the field of English in terms of speaking, listening, vocabulary, and writing.

According to Namaziandost, et al (2019), code switching (CS) is a recurring miracle in different language contexts [11]. When speaking in the target language, code switching is when the learner switches to their native tongue. Code switching, switching back and forth between two languages, or between two dialects or registers of the same language, is a common practice among speakers of multiple languages. [10]. Code switching demonstrates the interaction of two different languages [12].

Actually, the phenomenon of using English (L2) switch with L1 or code switching in EFL (English For Learning) classes when teaching often occurs. Code switching uses two or more languages in one conversation without changing the subject [13]. Switching between languages in the form of code switching is a phenomenon that is widely observed in foreign language teaching [14]. Since the 1950s, the topic of code-switching in relation to bilingual or multilingual speech groups has gained focus[14]. The kind of linguistic diversity that occurs in bilingual or multilingual communities can give rise to code-switching practices. In the classroom, bilingual instructors frequently taught in two languages, particularly when English professors were present [15].

As we know that code switching is a difficult way to avoid in communication between different languages because students sometimes have different multilingual abilities or even need explanations as emphasis in different languages [16]. This arguments support the use of L1 in EFL classes explained that L1 can be a good way for students for L2 (English) acquisition and learning [17]. Poplack identified three different types of switching which teachers use in EFL Classroom those are, tag, inter-sentential and intrasentential switching [16].

The insertion of tag phrases of one language into utterances of another language is called tag switching [16]. A bill of exchange is likely to be the usual welcome or farewell speech [18]. At a clause or sentence boundary, where each clause or phrase is in a different language, inter-sentential switching takes place [16]. The most sophisticated type of switching is intra-sentential switching, which occurs inside the phrase or sentence. Although it appears to be more common

in utterances, the greatest syntactic risk exists because the language flipping takes place within phrase or sentence boundaries [16].

The reason why teachers use different code conversions. The first reason is to make it easier for students to understand instructions and strengthen the relationship between students and teachers. The respondents support language alternation between English and L1 as a helpful way to aid in the comprehension of any lessons presented, and code-switching is common in the classroom when instructing [13], [17]. The teacher then employs code flipping to translate any remaining words or phrases that the students do not understand. In their study, Uys and Valdum (2011) provided the example that if English is a country's first language, then integrating English will make it simpler for pupils to grasp [19].

According to Horasan (2014), code-switching can be used in EFL classrooms since teachers use it to help students grow in their learning and shouldn't be taken for granted [17]. Not only ready with the material, but a teacher should be creative in delivering material to his students, including how students can understand the material. The last, the reason of using code switching is to make effective communication in the class. The majority of the time, according to Iyitoglu (2015), it is the teaching approach that has to be changed rather than the language of instruction, and the most important question is how well L1 is employed and how it may be used to encourage the learning of L2 [20].

In the other side, sometimes jokes in the language of L1 cannot be changed to in L2. Making a joke about the subject can occasionally help students remember the lecturer's explanation in a special way [8]. First language support is required for students attempting to learn English as a second language [21]. Even in the unexpected, an English teacher uses code switching to cover up his weakness in English. Naturally, the teacher can expand his English vocabulary once he or she learns that using code-switching is a ruse to hide their limitations. This is due to the fact that one of a professional teacher's guiding principles is to be a reflective educator [22]. Moreover, the growing global demand for good communication in English has greatly increased the responsibilities of English teachers [5].

The results of the previously research from Puspawati I (2019), all English teachers use code switching in their EFL classrooms, and it has been proven that the switch can go from L2 to L1 and vice versa. [23]. They used three types of code switching, the most common being interclause switching, where the teacher switches codes at the clause level, and the least common is tag switching.

Different studies from Purnama (2020) that shown if age does not determine whether a person can speak English well or not. Even in lectures, a lecturer uses English at the beginning of the meeting by saying greetings that are often used, such as asking how they are, their names and asking what their favorite hobby is [8]. The length of time students have been involved in learning English, the lecturers are still convinced that the use of code switching is still needed. In other hand, Bahous, N, et al (2013) explained that in their research, lecturers in Lebanon used code switching when emphasizing the main ideas explained in English. This will strengthen the explanation for students when they give blank stares when the lecturer is explaining [24]. Therefore, what needs to be underlined is that the use of code switching is necessary for learning English for both children and adults.

About the reasons or teacher's respon toward code switching, an article showed the results that the majority of teacher respondents believed that the eight code-switching functions were successfully used in EFL classes, which is consistent with how EFL teachers saw these functions. These include teachers who use code switching to explain and encourage students to learn English, to increase students' comprehension, to use code switching when giving instruction, to give feedback on lessons in order to assess students' understanding of the subject

being studied, to increase student interaction in the classroom, to make students feel more at ease and confident, to explain new and abstract terminology as well as to clarify grammar, and to teach students how to use code switching [25].

Through this research, the researcher investigated the type of code switching most used in junior high schools in international-based classes and the English teacher's response. It is hoped that this research will provide knowledge to English teacher, especially those who teach in international class, about the most suitable type of code switching. In addition, don't forget to include the reason of using code switching when the teacher uses it when teaching in class. Because when someone uses code switching, it means that the speaker is trying to keep functioning well in difficult situations [10].

2 Research Methods

This study used a descriptive qualitative research design to examine the types of transcoding models commonly used by English teachers at SMP Muhammadiyah 2 Taman. The researcher also explored the teachers' response on the use of code switching in M-ICO class. Based on the purpose of the research, a descriptive qualitative design is a suitable design because descriptive qualitative research designs are often used to explore participants' opinions, beliefs, and/or thoughts. Qualitative data become the appropriate method to explore, explain more the phenomenon that was happened in the process of teaching and learning English, particularly into the EFL students [8].

The technique of collecting data plays an important role in this study. The data was collected through observation with record video during learning in the class and interviewed. More details, the researcher joined when the English teacher at SMP Muhammadiyah 2 Taman who teach in 7th grade of M-ICO class and had been teaching for more than 10 years. The subject or the teacher is selected based on her enough good experience in teaching. In ten years of teaching, even when the first opened the M-ICO class, of course this English teacher was well acquainted with the treatment of students. During the teacher taught then the researcher recorded it 3 to 5 times of learning session around January to March. During the observation, the researcher recorded or took a note everything that happened in her class about code switching [26]. This note will also contained of observation checklist by Striawicwsa [27]. Next, on another day, the researcher met the subject for an interview by visiting the house or preparing a special place so that the subject felt comfortable in answering structured questions that adapt by by Striawicwsa (2016) [27]. The questions are about the teacher's response of using code switching in M-ICO class. So, observation is used to collect data to identify how many types that the English teacher in SMP Muhammadiyah 2 Taman use in EFL learning, while interview data is used to collect data as a result of the English teacher's response questions regarding code switching. Then the form of recording data is realized in the form of transcripts. The results or transcripts of learning recordings included are sentences or conversations that use code switching. After that, the transcript of the recording analyzed with the three theories mentioned by Poplack. This research used teory from Poplack which identified code switching in three different types which teachers common use in EFL Classroom those are, tag, inter-sentential and intrasentential switching [16]. The researchers did not forget to match the results of the teacher's response to the use of code switching.

3 Results and Discussion

In this section, the researcher explained the results of obtaining data collection in the form of observations and interviews. The first result, the researcher described the data from the video recording which contains the words of the teacher who was teaching in the classroom, where the teacher was aware when being recorded. Researcher observed or recorded learning activities for three meetings, where each meeting was held for two thirty minutes, that is sixty minutes. In three meetings, the lesson discussed preferences and the present continuous tense for future plans. Next, followed by the results of the researcher's interview with the English teacher about the teacher's reaction to the use of code switching in the M-ICO class.

3.1 Type of code switching employed the teacher

Based on the results of the learning video recordings during the three meetings, it showed that the 7th grade English teacher uses all three types of code switching by Poplack, either intra-sentential, inter-sentential or tag switching in M-ICO class. But here, the researcher found that there was one switching code that was used most often and another one that was used only a few times.

From the three meetings, the researcher found fifty-five code switching sentences with each code switching having a different amount of usage. Tag switching is used seven times, inter-sentential is used twenty-three times, while intra-sentential is used twenty-five times. So, the most often used of code switching is intra sentential switching, while the other one which used only a few times is tag switching.

3.1.1 Tag switching

Tag switching is code switching from the first language to the second language by bringing up the tag word or phrase. Usually, the switching tag is at the end of the sentence. examples of tag phrases in Indonesian that often occur or are often encountered, among others '*benarkah?*', '*iyakah?*' atau '*oke?*'

"Angga, have you finished read language focus about preference, pahamkah?"

The sentence above shows an example of an English teacher using the tag switching when asking students for understanding after asking students to read the material in the book. Its proven based on the theory of Poplacks, that is tag-switching is the process of incorporating a phrase from one language into an expression from another [16]. It can be seen from the behind of the sentence, the teacher switch the language to the L1. At the first, the teacher said in the L2 "*Angga, have you finished read language focus about preference,*" then change to L1 "*pahamkah*" as the tag word. These were used for more social purposes, with an emphasis on building a sense of togetherness and rapport between teachers and learners in speaking skills classrooms [3].

"We have already make decision and plan before speaking, paham?"

The second example of tag switching also indicates the transition from the first language to the second language. Evidenced by the words the English teacher said "*We have already make decision and plan before speaking*" then changed to the tag word "*paham?*". Due to the data above, which shows the introduction of a tag from one language into an utterance, the word "paham" is categorized as a case of tag switching [28]. Here, the tag phrase appears when the English teacher asks again if the students have understood what was just explained. In addition, when the teacher switched to the first language or Indonesian there is a tone change where the

teacher emphasized that the student concerned pays more attention to the teacher. When the student is clear, it makes it easier for the teacher to continue the next discussion.

3.1.2 Inter-sentential switching

Inter-sentential switching is present between sentences. A sentence is usually found in the second language or L2 and continues with the next sentence in the first language or L1. A detailed analysis of the excerpts found that most of the inter-sentential switching had an explanatory character [3].

"So, I want you, can you be honest? Kalau mengoreksi sendiri bisa jujur yaa"

For inter-sentential switching, the researcher found that the English teacher used it when make sure what she said meant that the students understood more. Here, it can be seen from the next sentence or clause, after the teacher said in L2, she switch the sentence or clause in L1. Actually, the meaning of the word is same but the teacher use an other word. The teacher said, "So, I want you, can you be honest?" then underline it with the next sentence, that is "Kalau mengoreksi sendiri bisa jujur yaa". It is clear from these two sentences that code switching is in the form of inter-sentential switching because inter-sentential switching occurs at clause or sentence boundaries where each clause or phrase is in a different language [16].

"We have made to do something before we speak. Sudah terencana dengan baik."

The second example of inter-sentential switching does not convey the same meaning as the previous sentence, but the second sentence here contains the explanation of the first sentence. At first, the English teacher said "*We have made to do something before we speak*" first in the second language or L2 and then completed the explanation in the first language in the next sentence, "Sudah terencana dengan baik."

"What's wrong Meca? Tidak bawa SCB?"

The next example, the English teacher used inter-sentential switching when asking something to her student. A change in code switching occurred when the teacher said, "What's wrong Meca?" in the second language and connected it with the first language, "Tidak bawa SCB?". Here the English teacher clarified her speaking without repeating the previous sentence or repeating it in other words, but the English teacher made it clear from the word 'what's wrong Meca?' where it happened that one of the students did not bring a book.

3.1.3 Intra-sentential switching

Code switching occurs within a clause or sentence is known as intra sentential [18]. An intra-sentential switching occurs when a sentence in a foreign language contains words, phrases, or clauses in a base language. From the several examples of intra-sentential switching that used by the English teacher showed that its presence does not involve many words, occurs in the middle of a sentence and without any pauses. A closer analysis of the intra-sentential switching also revealed that the counters in the set were used for educational purposes [3].

"Present continuous yang kalian tahu kan biasanya for action happening right now"

The first example of intra-sentential switching above shows that the English teacher used when giving more informative message that occurs without any pauses or interruptions and within one sentence. It's proven from the sentence "*Present continuous*" that used by the English teacher in L2, then the switched to "yang kalian tahu kan biasanya" in L1 and directly switched back to L2, "*for action happening right now*". It is clear that the sentence "yang kalian tahu kan biasanya" due to the switching of phrases within a sentence, falls under intrasentential switching [29].

“Basic rule itu aturan dasar untuk present continuous just add ‘ing’ to base form”

The next example of intra-sentential switching, the teacher explained what is the meaning of ‘basic rule’ when there was a student did not understand. The switching happened when the teacher said in L2, “Basic rule”, then changed with the sentence “*itu aturan dasar untuk*” in L1 and changed back in L2, “*present continuous just add ‘ing’ to base form*”. Here code switching helps the teacher to interpret new words that the students don’t know before. Therefore, this kind of switching seems to be the association with learning materials on the part of learners [3].

“By pair saja deh supaya kalian discuss each other. Okay?”

The third example, the teacher used intra-sentential switching when connecting between two sentences that use a second language or L2. This seemed obvious at the moment when the teacher said “By pair” in second language or L2 then the teacher inserted the sentence “*saja deh supaya kalian*” in L1 as if become conjunction to the sentence “*discuss each other. Okay?*” in L2. With the addition of the sentence “*saja deh supaya kalian*” helps students know the purpose of the English teacher who divided them into pairs to do the assignment. It also indicating that the English teacher directly used the words in L1 when it is needed to facilitate students’ understanding, especially in learning grammar.

3.2 Teacher’s response in using code switching in M-ICO class

After examining the outcomes of learning recorded English in the M-ICO class, the researcher conducted interviews with English teachers to learn more about the teacher’s response of employing code switching in the M-ICO class. This is a structure question that the researcher asked to the 7th grade English teacher in the comfort place, so she could answer honestly, comfortably and openly.

3.2.1 Using code switching to make the student understand easily

“The advantage of using code switching in M-ICO class is students become understand easily. CS really works when the students are difficult to understand.”

From the English teacher’s answers, it shows that the presence of code switching helps students understand learning fluently. Several examples of code switching in the form of tags, inter-sentential and intra-sentential also reinforce the reasoning of the English teacher. Tribhuwan, et al (2021) agreed that in education, some teachers use code switching as an important tool for guiding students and meeting their diverse needs [13]. Because when the students are still unfamiliar with the structure of sentences in their target language, it is crucial to employ two languages while attempting to explain it to them [8]. This response is in line with the studies of Ilknur Istifci (2019) that the teacher is in favor of using code switching in the classroom to help pupils comprehend vocabulary and grammar concepts [20]. Given the students’ disparate levels of expertise, it is crucial to explain the content both in English and in Indonesian to gauge their comprehension [8]. The teacher also needs to understand that students’ second language vocabulary knowledge may differ from one another.

3.2.2 Using code switching to translate any words or phrases

“I do not really often in using code switching. I use code switching only when I find the students difficult to understand about what I said”

Based on the teacher's response, she purposefully avoided using code switching too frequently when teaching English in the M-ICO class. The English teacher only use code switching when she knows students encounter words or sentences that are difficult for them to understand from the teacher. When there is a new vocabulary, for example 'basic rule', the teacher will say 'itu artinya aturan dasar' in Indonesian or L1 so students don't miss what the teacher explains next. Considering that the language used in everyday life is not English, there is a possibility that students do not know some vocabulary in language other than their base language. Indeed, because English is not the EFL students' first language, it must be tough to teach the full materials in English [8]. One way to make the student understand with what the teacher explained is explaining the regulation in their native tongue will help them understand it [8]. Similar to what was written by Ilknur Istifci (2019) that additionally, it was noted that the teacher used code-switched as the response to the responses of their students [20]. So therefore, L1 and L2 can be used by the lecturer to clarify the subject [8].

In other side, sometimes the content of English lesson, such as grammar differs from what the kids already know in the Indonesian structure, he should speak to them in their mother tongue [8]. The teacher has a role to make it easier for students to understand words that are not familiar to them. Since the students still have a limited vocabulary in English, the lecturer translates the challenging words into the students' first language so that they may understand what is being said [8]. Code switching become important for instructional practice as it reduces the cognitive load on students of understanding language and content at the same time [30].

3.2.3 Using code switching to make effective communication in the class

“Yes, code switching really works when the students are difficult to understand. It's efficient but actually it's not a good way. Paraphrase our sentence is a better way. Code switching is not a good way to facilitating the process of learning English, the best way when we find the students are difficult to understand is paraphrase our sentence although it takes much time.”

The teacher's last response proves that code switching helps teachers communicate effectively between teachers and students. Communication is considered to be important in a learning process. Good communication will create a conducive, safe and comfortable classroom atmosphere. The material conveyed by the teacher will be easily understood by students and the teacher also does not require a lot of energy or other ways to rack the brain in conveying material or clarifying an understanding of the material. Sometimes, when students don't understand what the teacher is saying, they want to keep it in their heads, so they seem to achieve nothing in the teaching and learning process [8]. However, an effective learning process will benefit both students and teachers.

In other side, the English teacher also mentioned that code switching is not the better way in learning proces, especially in M-ICO class which in fact is superior in the use and ability of English than other classes. This is because before entering this special class, the students admitted that they liked English or had the desire to develop English language skills in the future, both from speaking, writing, listening and reading. Coupled with additional supporting classes for them in the morning or afternoon. After that, paraphrasing becomes a better way to the teacher explain and help students understand the context or material even though it will take a little longer. However, it will have a good effect because the interaction between teachers and students will continue to use English or L2 in the learning process. Indirectly, when the teacher continues to use English or L2 in class, at least students will memorize foreign vocabulary in other ways. On the other hand, being forced to use L2 or the paraphrasing process will also make students accustomed to answering and expressing things in English.

4 Conclusions

Two issues have been raised that are consistent with the study's objectives. The goal of the first scenario is to identify the type of code-switching that the English instructor most frequently employs as well as the teacher's response to code-switching in the M-ICO class of SMP Muhammadiyah 2 Taman. Type of Code Switching Employed the teacher based on the results of the learning video recordings during the three meetings, it shows that the 7th grade English teacher uses all three types of code switching by Poplack, either intra-sentential, inter-sentential or tag switching in M-ICO class. It was found that intra-sentential type of code-switching is the most used in the learning process, while tag switching is the used only a few times.

In terms of the response of the teacher in using code-switching, it was found three response that usually used by the English teacher in teaching the M-ICO class. From the three meetings, the researcher found fifty-five code switching sentences with each code switching having a different amount of response from the English teacher. The response from the teacher are as the translation, as the learning strategy, and also as the checking comprehension. It is evident from this that code-switching is a valuable tool for bridging communication of the information and for gaining a deeper comprehension of the teaching-learning process of the English subject [8]. In line with the response of the English teacher who stated that if the English teacher rarely use code switching in the learning process, the use of intra-sentential switching is indeed very suitable because it only appears in one or a few words, not until it becomes a complete sentence.

In other side, the English teacher also mentioned that code switching is not the better way in learning process, especially in M-ICO class which in fact is superior in the use and ability of English than other classes. The teacher give recommendation to use paraphrase in helping to facilitate students' understanding in English subjects. In addition, paraphrasing also minimizes excessive use of base language.

The recommendations from this research is the future researchers can continue the research by examining the type of code switching used by students in international classes or M-ICO and how they respond when using it. That way, further research can become knowledge for international class teachers regarding student needs regarding code switching in international classes.

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