Dynamics of Language Use in Socio-Academic Contexts and Their Implications for Language Teaching

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Abstract	This study explores the patterns of language use in the socio-academic context at Gunadarma University and their implications for language teaching. Using a qualitative descriptive approach with a case study design, this research examines translanguaging and code-switching as linguistic strategies in academic settings. The subjects are lecturers and students, while the object is bilingual communication in oral and written discourse. Data were collected through participatory observation of classroom interactions and in-depth interviews with lecturers and students. The collected data were analyzed using thematic analysis to identify key patterns and functions of language adaptation. Findings reveal that code-switching and translanguaging help clarify technical terms, overcome language barriers, and encourage student participation. Indonesian dominates internal communication and official documents, whereas English is preferred for academic and international contexts. Bilingual lecture notes and assignments enhance students' comprehension and bilingual proficiency. These findings emphasize the role of linguistic adaptation in fostering inclusivity in higher education. The study recommends bilingual language policies and lecturer training on code-switching techniques to improve teaching effectiveness. This research provides insights into pedagogical strategies that address students' linguistic needs in a dynamic academic environment.
Keywords	Language Use; Language Teaching; Academic Communication

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1. INTRODUCTION

The use of language in the socio-academic context is a complex phenomenon that reflects the dynamics of social and cultural interaction in higher education (Ariyanto et al., 2023; Najiah & Yasma, 2024; Ramadhani et al., 2024). Language serves not only as a means of communication but also as an instrument for constructing identity, expressing ideas, and fostering social relations (Alshehri, 2023; Devianty, 2017; Nasution & Tambunan, 2022; Reiginayossi & Sitorus, 2023). Effective language use in university is crucial in facilitating knowledge transfer, shaping academic discourse, and supporting institutional administration (Abas et al., 2023; Amnah & Syahriati, 2023).

From a theoretical perspective, language use in academic settings has been extensively studied, particularly its role in knowledge construction, cognitive development, and educational success (Ellis, 2019; Chen, 2016; Duarte, 2019). Research on translanguaging and code-switching highlights how multilingual individuals strategically navigate different linguistic resources to enhance comprehension

and participation in academic interactions (Makalela, 2015; Michael-Luna & Canagarajah, 2015; Mokikwa & Mokhele-Ramulumo, 2024; Jessner et al., 2025). However, a need remains to examine further how these linguistic strategies manifest within specific socio-academic contexts, particularly in Indonesian higher education institutions.

Empirically, at Gunadarma University, language use reflects a dynamic interplay between Indonesian, English, and local languages in classroom instruction, academic writing, and social communication. However, the extent to which bilingual strategies influence teaching effectiveness and student engagement remains underexplored. The increasing integration of English in academic discourse, driven by globalization and internationalization policies, poses opportunities and challenges for students and lecturers. Understanding the patterns and implications of language use in this context is essential for developing effective language policies and pedagogical approaches that enhance bilingual competence and academic inclusivity.

Therefore, this study aims to analyze the patterns of translanguaging and code-switching in the socio-academic interactions at Gunadarma University and explore their implications for language teaching and learning. The findings of this study are expected to provide insights into linguistic adaptation in higher education and contribute to the development of more inclusive and responsive teaching strategies.

In the last ten years, research on the use of language in academic contexts has grown rapidly. Previous studies have shown various important aspects, ranging from code-switching and bilingualism to the role of language in students' academic achievement and social identity. For example, several studies highlight the importance of translanguaging in the context of multilingual education (Bouzid & Javier, 2024; Lemmi & Pérez, 2024; Luchenko & Doronina, 2024; Sugiharto, 2024). At the same time, several other studies address the social and cultural implications of bilingual practices in academic settings (Creed et al., 2024; O'Connor & Crawford, 2015; Xie & Sun, 2023). These studies provide a solid foundation for understanding how language is used and interpreted in higher education.

Previous research on this topic covers various aspects of language use in an academic context. Several prominent studies in the last ten years have provided insights into how languages are used and learned in multicultural and multilingual academic contexts (Carter & Schmor, 2022; Dilixiati, 2024; Miao, 2022; Tsang et al., 2024). However, most of this research focuses more on the global context or educational environment outside Indonesia.

This study seeks to fill the gap in the literature with a special focus on the dynamics of language use at Gunadarma University, a higher education institution in Indonesia. Although many studies have been conducted in the global academic environment, there are still few studies examining the use of language in socio-academic contexts in universities in Indonesia. This research will explore how language is used in everyday academic interactions, how language identities are formed among students and lecturers, and how these dynamics affect the language teaching process.

This research is vital because it provides in-depth insight into the practice of using language at one of the leading universities in Indonesia. The results of this research are expected to contribute to developing language education policies that are more inclusive and responsive to students' social and academic needs. In addition, this research is also expected to help lecturers and educators design more effective language teaching strategies on existing social dynamics.

The main objectives of this study are to 1) identify patterns of language use in the socio-academic context at Gunadarma University; 2) analyze the implications of the dynamics of language use on the language teaching process; 3) explore the formation of language identity among students and lecturers; and 4) provide recommendations for the development of language education policies in universities.

2. METHODS

This study employed a descriptive research design to analyze and present data on code-switching in conversations at Gunadarma University, Jakarta. The analysis covered the types of codes used, including different languages or language variations in university conversations. Furthermore, the study examined the factors influencing code-switching, which served as the foundation for the analytical framework. By describing these aspects, this research sought to understand language use patterns in the socio-academic environment comprehensively.

The research population comprised instances of language containing code-switching in conversations at Gunadarma University. However, due to the extensive nature of the population, a sample was selected to ensure manageable and meaningful data analysis. The sample consisted of specific language variations incorporating code-switching, taken from naturally occurring conversations within the university setting. This selection was expected to effectively represent the broader population and provide insights into the underlying linguistic patterns and their academic implications.

In the data collection process, both speaking and listening methods were utilized. The speaking method incorporated the fishing technique, followed by note-taking, while the listening method involved observing and recording conversations to capture instances of code-switching. Techniques such as tapping, recording, and note-taking were employed to ensure accurate data collection (Sudaryanto, 2015). The collected data were then analyzed using a contextual approach, examining non-linguistic factors such as cultural and situational contexts influencing speech. Additionally, a qualitative descriptive approach was used to systematically describe and interpret the patterns of code-switching observed in conversations at Gunadarma University.

3. FINDINGS AND DISCUSSIONS

Findings

Patterns of Language Use in Socio-Academic Contexts

The study results show that the use of language at Gunadarma University is greatly influenced by the socio-academic context, which is multicultural and multilingual. As a university meeting place for students from various cultural and linguistic backgrounds, the development of communication patterns reflects the dynamic interaction between Indonesian, English, and other regional and foreign languages. In an increasingly global academic environment, linguistic diversity plays a vital role in supporting the teaching-learning process, shaping academic identity, and improving the communication skills of students and lecturers. Through in-depth observation and interviews, this study identifies several key patterns in language use at Gunadarma University:

a.   Translanguaging in Everyday Interactions

Students at Gunadarma University often use a combination of Indonesian and English in their daily communication. Translanguaging is a strategy naturally used to explain meaning, express complex ideas, and bridge language gaps in various academic and social contexts. In the lecture environment, translanguaging allows students to access information in two languages flexibly, improving their understanding of the educational material.

One tangible example of translanguaging is when students explain scientific concepts in English but then switch to Indonesian to discuss with their classmates more casually. For instance, in a discussion of physical theory, a student may use English terms such as "gravitational force" or "momentum conservation" when explaining theories from English reference books. However, when discussing further with peers, they may switch their language to Indonesian to simplify explanations

and ensure mutual understanding.

In addition, translanguaging also appears in academic presentations and written assignments, where students often cite sources in English but provide elaboration in Indonesian to explain further. In social interaction, translanguaging is also used to adjust to the interlocutor. For example, when talking to lecturers or international students, they may use English more, but when talking to peers, they tend to return to Indonesian.

Translanguaging in daily interactions reflects students' bilingual abilities. It becomes an adaptive communication tool that allows them to overcome language limitations, understand academic materials better, and adapt to various social situations. It also shows how the multilingual academic environment at Gunadarma University encourages linguistic flexibility that is beneficial for students facing academic and professional challenges in the era of globalization.

b.   Switching Codes in the Classroom

Lecturers at Gunadarma University often switch codes between Indonesian and English in the teaching process, especially in courses that use English textbooks as the primary source. This code-switching is a linguistic phenomenon and a deliberate pedagogical strategy to facilitate student understanding, especially in explaining technical terms and complex academic concepts.

Lecturers often begin explaining in English when referring to concepts in textbooks or other academic sources. However, lecturers then turn to Indonesian to provide further explanations to ensure that students fully understand. For example, in an engineering or science course, a lecturer can mention a term such as "thermodynamic equilibrium" in English, then switch it to Indonesian by explaining the concept using more familiar terms. This allows students to connect theory with their understanding in a more familiar language.

In addition, code-switching is also used to overcome the limitations of students' linguistic understanding, especially for those unfamiliar with academic terminology in English. For example, students often ask Indonesian questions during the question-and-answer session. In contrast, lecturers can answer with a combination of English and Indonesian to maintain consistency with the lecture material while ensuring clarity of concepts.

Not only that, but code transfer also serves to build student involvement and participation in the classroom. Lecturers often use Indonesian to emphasize a point or provide relevant examples of students' daily lives. This helps to create a more interactive classroom atmosphere where students feel more comfortable participating without fear of language barriers. Overall, the use of code-switching in the classroom at Gunadarma University is an effective communication strategy that helps students develop bilingual academic literacy, improve their understanding of lecture materials, and prepare them to face educational and professional challenges at the global level.

c.   Use of Language in Written Communication

In written communication at Gunadarma University, Indonesian remains the primary language, especially in emails, lecture notes, and internal administrative documents. However, English is also used in official and academic contexts, especially in papers related to international educational standards. This pattern of language use reflects a balance between the need to comply with global standards and the convenience of communicating with the local language.

In daily communication, lecturers and students often use Indonesian in lecture-related emails, such as requests for guidance, assignment submissions, or academic notifications. Using Indonesian in this context provides convenience and clarity, especially for students who may not have complete competence in academic English. In addition, most lecture notes given by lecturers are also written in Indonesian to ensure that all students can understand the material well.

However, English is more commonly used in formal academic communications, such as university decrees, conference announcements, and scholarly publications. The use of English in this official document aims to ensure that educational institutions can participate in the global scientific community. For example, thesis writing guidelines, university journals, and academic policy documents are often written in English to make them accessible to international academics and meet global standards.

In addition, in academic assignments and research reports, students often use a combination of Indonesian and English, depending on the field of study and communication goals. Courses that use English textbooks, such as those in science, technology, and economics, tend to encourage students to use academic terminology in English, even if their explanations or analyses are still written in Indonesian.

Overall, the use of language in written communication at Gunadarma University reflects the duality between international academic needs and local communication preferences. By utilizing Indonesian for internal communication and English for global educational standards, universities can facilitate an inclusive teaching and learning process while maintaining relevance within the international academic community.

Table 1. Patterns of language use in the socio-academic context at Gunadarma University

No.	Language Usage Patterns	Usage Examples
1.	Translanguaging in everyday interactions	Use of English for technical terms, a mixture of languages in social media
2.	Switching code in the classroom	Explanation of specific terms, overcoming language limitations, and encouraging active participation
3.	Use of language in written communication	Official emails and announcements, lecture notes and teaching materials, assignments, and academic reports

Switching Codes in the Classroom

Switching is the movement between two or more languages in a conversation or written text. In the academic environment of Gunadarma University, lecturers and students often use code-switching in various situations, both in class discussions, presentations, and other academic interactions. The use of this code-switching has several primary purposes related to teaching effectiveness, material understanding, and social and educational interaction, including:

a. Explanation of Special Terms

Lecturers often use English when explaining technical terms or academic concepts that are easier to understand in their original language. In the educational context at Gunadarma University, many terms are derived from international literature, especially in courses that use English textbooks. Therefore, code-switching is an effective strategy to ensure students understand complex concepts more clearly.

For example, in an Economics course, a lecturer may explain the concept of "inflation" in Indonesian so that students understand the basic principles first. However, when citing definitions from textbooks or international academic references, lecturers can turn to English and mention native terms, such as "inflation refers to the general increase in prices and fall in the purchasing value of money over time." After that, the lecturer will transfer the definition back to Indonesia to elaborate on it with examples that are more contextual and relevant to the economic situation in Indonesia.

Code-switching in explaining technical terms is also seen in science, technology, law, and medicine, where many terms are difficult to translate directly without losing their original meaning. In Informatics Engineering courses, for example, terms such as "machine learning," "neural networks," or "big data analytics" are more commonly referred to in English because they are terminology that has been

universally used in the field.

In addition to aiding in academic understanding, this strategy also aims to familiarize students with international terminology to prepare them better to access global scientific literature, attend international seminars, or write scientific papers that meet global academic standards. In other words, transcoding when explaining special terms makes it easier for students to understand. It prepares them to participate in the international scholarly community and the global world of work.

b.   Overcoming Language Limitations

Students often use code-switching to overcome vocabulary limitations in one language. When they have trouble finding the right word in Indonesian, they switch to English, and vice versa. This phenomenon occurs in daily conversations, academic discussions, and when expressing opinions in class. Code-switching helps students express their ideas more clearly and precisely without being hampered by linguistic limitations.

In an academic context, many terms are more familiar in English, especially those derived from specific scientific, technological, or technical literature. For example, in a Communication Science course, a student might say, "Mass media has a big role in setting the agenda, especially in framing news that can shape public opinion." In this sentence, "agenda setting" and "framing" are used in English because they do not have a corresponding equivalent in Indonesian or are more often found in international academic literature.

On the other hand, students can also switch from English to Indonesian when faced with concepts that are challenging to explain in a foreign language. For example, in a discussion about economic theory, students who try to explain the concept of "opportunity cost" in English may feel more comfortable using Indonesian to explain more deeply by saying, "Opportunity cost is like when we choose one thing and have to sacrifice another, for example, if we buy a new cellphone, we can't buy a laptop."

In addition to the oral context, code-switching often occurs in academic writing, especially essays, research reports, and lectures. Students may use terminology in English to convey the main idea, but then explain further in Indonesian to clarify the point. This is often found in science, business, and technology assignments, where students cite theories or data from English-speaking sources but decipher them in Indonesian to make them easier to understand.

Using code-switching to overcome language limitations, students can express their ideas more flexibly and accurately. In addition, this phenomenon also shows that they develop more adaptive bilingual competencies, which will be a great advantage in an increasingly globalized academic and professional world.

c.   Encouraging Active Participation

Code-switching is also used to encourage students' active participation in class discussions. By allowing for the flexible use of Indonesian and English, lecturers create an inclusive academic environment where all students feel more comfortable contributing to discussions. This approach increases student engagement and reduces linguistic barriers that hinder their understanding and courage in speaking in class.

In many cases, students feel less confident in using English entirely in academic discussions, especially if they are unfamiliar with academic terminology or have limitations in sentence structure. With code-switching, they can combine English and Indonesian to express their thoughts more fluently. For example, a student in an economic discussion might say, "Inflation occurs when demand is too high compared to supply, so the price of goods rises. That's called demand-pull Inflation." In this way, they can still confidently convey academic ideas without feeling burdened by limitations in one language.

In addition, lecturers also use code-switching to build closeness with students so that the classroom atmosphere becomes more interactive and less rigid. When lecturers use a combination of Indonesian and English, students are more motivated to ask questions, discuss, and express their opinions because they know that the use of language does not have to be wholly formal or limited to one language only. This approach also accommodates different levels of students' linguistic abilities, so no one feels intimidated or reluctant to participate.

In the context of presentations and academic debates, code-switching allows students to adapt the language to the audience and discussion situation. In formal presentation sessions, students may use English more to deliver material, but in question and answer sessions, they can switch to Indonesian to provide more in-depth elaboration. This makes academic interaction more dynamic and efficient, as students can express their thoughts more clearly without language barriers.

By implementing code-switching to increase class participation, lecturers help students understand the material better, create a more collaborative, inclusive learning space, and support the development of students' bilingual skills. In the long run, this experience also trains students to communicate effectively in academic and professional contexts in a multilingual environment.

Table 2. Purpose of Switching Code in the Classroom

No.	Purpose of Switching Code in the Classroom	Usage Examples
1.	Explanation of Special Terms	In Economics courses, lecturers may explain the concept of "inflation" in Indonesian, but when quoting definitions or theories from international literature, lecturers turn to the United Kingdom. For example, "Inflation is an increase in prices in general. According to Keynesian theory, Inflation is primarily caused by increased demand."
2.	Overcoming Language Limitations	A student might say, "I think it's important to consider the cost-benefit analysis when making investment decisions." Here, students switched to the United Kingdom because the term "cost-benefit analysis" is more commonly used in the economic literature.
3.	Encouraging Active Participation	In a group discussion, the lecturer may start the question in Indonesian, "What do you think about monetary policy?" When students begin to participate, they may answer in mixed language, "Monetary policy is important because it affects inflation rates and economic stability." This encourages students to actively speak without being burdened by language limitations.

Use of Language in Written Communication

Written communication at Gunadarma University includes emails, lecture notes, and academic assignments. The pattern of language use in written communication indicates specific preferences:

a. Official Emails and Announcements

Official communication at Gunadarma University, such as emails from lecturers or academic announcements, generally uses Indonesian as the primary language. This is done to ensure that the entire academic community can understand the content of the message clearly, especially for students and staff who are more comfortable communicating in Indonesian. However, in the context of formal communication of an international nature, English is often used, especially in announcements aimed at cooperation with foreign universities, international conferences, or global academic publications.

In practice, emails from lecturers to students about lectures, final project guidance, or class announcements are almost always written in Indonesian. For example, announcements related to exam schedules, changes in lecture schedules, or academic procedures are easier to understand in Indonesian,

so students are not misunderstood. However, emails can be written in English to conform to global academic communication standards if information such as student exchange opportunities, international seminars, or invitations to international journal publications exists.

In addition, official university announcements related to international cooperation or specific academic policies are also often in English. For example, announcements about double degree programs with foreign universities, international scholarships, or invitations for foreign researchers to collaborate are generally drafted in English. This ensures that external parties, international academics, and partner institutions can access information.

Interestingly, in some cases, universities use bilingual email, where announcements are written in two languages simultaneously. For example, an official email from the university administration can begin with an announcement in Indonesian, followed by the English version below. The strategy aims to maintain inclusivity, ensuring information is accessible to all parties from local and international academic environments.

Overall, the use of language in official emails and academic announcements at Gunadarma University reflects a balance between effective internal communication in Indonesian and adherence to global academic standards in English. Adopting a bilingual approach in certain situations facilitates clear and inclusive communication and prepares students and academic staff to participate in an international academic environment.

b.   Lecture Notes and Teaching Materials

Lecture notes and teaching materials provided by lecturers at Gunadarma University often combine Indonesian and English. Presentation slides, modules, and other learning materials often use English for titles and technical terms, but more in-depth explanations are still written in Indonesian. This approach aims to help students connect the academic concepts they learn with international terminology, while ensuring they can understand the material in more detail in a more familiar language.

For example, in an Informatics Engineering course, a presentation slide might be titled "Introduction to Artificial Intelligence", with subtitles in English, such as "Machine Learning and Neural Networks". However, the explanation of the concept can be conveyed in Indonesian, for example: "Machine learning is a branch of artificial intelligence that allows computer systems to learn from data without being explicitly programmed." With this format, students are still familiar with academic terms in English. Still, they can understand the concept more clearly through explanations in Indonesian.

A similar approach is also found in economics, medicine, and other sciences, where technical terms are often better known in English. For example, in Economics lecture materials, lecturers may show slides with terms such as "Gross Domestic Product (GDP)" or "Inflation Rate", but still provide explanations and examples in Indonesian so that students can understand the impact of the concept in the context of the local economy.

In addition to presentation slides, the use of language combinations is also seen in modules and textbooks. Some lecture modules may use English as the main academic language, but explain the application in Indonesian. This helps students understand the material better and prepares them to read and understand international academic literature, most of which is available in English. This approach also benefits academic assignments, where students are often given readings or journals in English but are asked to write down their analysis or reflection in Indonesian. In this way, they are not only familiar with international academic terminology but can also articulate their understanding in the language in which they are more proficient.

Combining Indonesian and English in teaching materials at Gunadarma University shows a pedagogical strategy that balances students' exposure to global academic languages with the need for a

more comprehensive understanding. This approach improves students' bilingual academic literacy and prepares them to participate in an increasingly global academic and professional world.

c.   Academic Assignments and Reports

Students at Gunadarma University are often required to write assignments and academic reports in English, especially in internationally oriented courses. However, they can use Indonesian in courses focusing more on the local context. This flexibility aims to help students develop academic skills in regional and global contexts to be better prepared to face academic and professional challenges in various environments.

In courses linked to international academic standards, such as Engineering, Economics, and Computer Science, assignments are often given in English. For example, students taking Artificial Intelligence courses may be required to compile research reports in English, as most scientific references and literature in this field are also written in English. In addition, assignments related to international seminars, academic conferences, or scientific journal publications also usually use English as a global academic communication standard.

On the other hand, in courses based on local contexts, such as Indonesian Law, Sociology, or Language Education, students often write assignments in Indonesian. Using Indonesian in this context is important so students can elaborate more in-depth concepts and analyses related to policies, cultures, or social aspects relevant to Indonesian society. For example, in an assignment that discusses the legal system in Indonesia, the use of Indonesian allows students to explain legal concepts more comprehensively, by the terminology applicable in the country.

In addition to essays and reports, the combination of language use is also seen in student theses and research. Some study programs require abstracts and conclusions to be written in two languages, namely Indonesian and English, to ensure that their research is accessible to both the local and international academic community. In some cases, students may also choose to write an entire thesis in English, especially if their research aims for publication in an international journal or involves collaboration with foreign academics.

This approach has significant benefits in the development of students' academic skills. By getting used to writing in two languages, they improve their critical and analytical thinking skills in various contexts and prepare themselves for further study abroad or work in a multilingual environment. In addition, the ability to adapt language to academic goals and audiences is an important skill that can increase students' competitiveness at the global level.

Overall, using Indonesian and English in academic assignments and reports at Gunadarma University reflects a strategy that balances students' exposure to international academic discourse while strengthening their understanding in the national academic context. By strategically allowing students to use both languages, the university enhances students' bilingual competence and prepares them for an increasingly global academic and professional world.

Table 3. The Use of Language in Written Communication at Gunadarma University

No.	Patterns of Language Use in Written Communication	Usage Examples
1.	Official emails and announcements	Internal communication, external, and international communication
2.	Lecture notes and teaching materials	Presentation slides, reading materials, and modules
3.	Academic assignments and reports	Assignments and reports in international courses, and assignments and reports in local courses

The Relationship between Social Context and Codes Used in Conversations Between Lecturers, Between Students, and Between Lecturers and Students

Research at Gunadarma University shows that there is a relationship between social context and language codes used in conversations between lecturers. In formal situations, such as in the meeting room, lecturers use the Standard Indonesian Language, especially when communicating with participants from Javanese and Betawi ethnic backgrounds. The purpose of the conversation in this context is to share information and improve the quality of lecturers with a solemn atmosphere and an instrument of oral communication. On the other hand, in informal situations, such as in the department room, lecturers often use the Non-Standard Indonesian Language when communicating with colleagues from Javanese and Sumatran ethnicities. The conversation usually aims to confirm the requirements for taking test scores, with the atmosphere remaining serious but more relaxed than the official situation. In informal discussions, the Jakarta dialect and Javanese are more commonly used outside meetings and offices. The United Kingdom is also used in informal situations in laboratory rooms to improve language skills among lecturers from Javanese and Balinese backgrounds.

In the interaction between lecturers and students, the social context also affects the selection of language codes. In the classroom, in official situations, Standard Indonesian Language is used by lecturers and students from Javanese and Sundanese ethnicities to test students' abilities and delve into the subject matter in a solemn atmosphere. However, in unofficial situations in the department room, lecturers and students use the Non-Standard Indonesian Language to ask for information and conduct self-tests in a more relaxed atmosphere. The United Kingdom is often used in laboratory rooms in informal situations, particularly by students of Sumatran and Sundanese ethnicity, to practice the United Kingdom and meet the requirements to become an assistant.

Conversations between students at Gunadarma University also show variations in language codes based on social contexts. In formal situations, such as in meeting rooms, students of Javanese and Sumatran ethnicity use the Standard Indonesian Language to share information about student programs in a solemn atmosphere. Outside the classroom, in informal situations, fellow Betawi ethnic students often use the Non-Standard Indonesian Language to ask for advice on study techniques in a relaxed atmosphere. The Jakarta dialect is used in informal conversations between Betawi students to ask for opinions on learning linguistics. Sundanese is used in an informal context outside the office for confirmation related to practical lectures by fellow Sundanese students. The United Kingdom is used in laboratory rooms in informal situations to communicate in a distinctive style and expression, especially when discussing exam results by students of Javanese and Sundanese ethnicity. This study shows that the choice of language codes in conversations at Gunadarma University is greatly influenced by the social context, both formal and unofficial, as well as the ethnic background of the participants.

Discussion

The findings of this study highlight the dynamics of language use in the socio-academic context at Gunadarma University, where translanguaging and code-switching play a crucial role in facilitating academic communication. Consistent with previous research, these linguistic strategies help bridge comprehension gaps, allowing lecturers to explain complex concepts effectively and enabling students to engage more actively in discussions. (Luchenko & Doronina, 2024; Mona, 2024; Neshila et al., 2024). From a theoretical perspective, Halliday's Systemic Functional Linguistics (Van, 2021) Reinforces the notion that language is shaped by its social context, aligning with the bilingualism patterns observed in this study. Unlike research emphasizing linguistic isolation among international students, this study reveals that bilingual practices at Gunadarma are intentional pedagogical strategies rather than survival mechanisms.

The findings also emphasize the distinctive use of bilingual language at Gunadarma University, where Indonesian is predominant in internal communication and official documentation. In contrast, English is used for international and academic discourse. These results align with previous studies on

linguistic adaptation in higher education (Wu & Veronis, 2022)But they challenge the assumption that bilingualism necessarily hinders academic performance. Rather than confusing, code-switching is perceived as a cognitive aid that enhances learning, contradicting (Alang & Idris, 2018 ; Liu et al., 2024; Simasiku et al., 2015), who argued that mixed-language usage may lead to misunderstandings. This study also provides new insights into how students and lecturers negotiate language identity, contrasting with findings from Western academic contexts where code-switching is often seen as a sign of linguistic deficiency rather than strategic competence (Cahyani et al., 2018; Goodman & Tastanbek, 2021; Nafa, 2018; Zuo, 2019; Arifin, 2023).

Based on these findings, several practical implications for language teaching at Gunadarma University emerge. First, teaching materials should be designed to support bilingual instructional methods, particularly by incorporating multilingual lecture notes and assignments that facilitate comprehension (Proctor et al., 2020). Second, lecturer training on translanguaging techniques is necessary to enhance instructional effectiveness by ensuring that code-switching is used strategically rather than arbitrarily (Han, 2024). Third, the university should develop institutional language policies that balance Indonesian and English usage in academic settings, promoting linguistic inclusivity while preparing students for global academic interactions (Waluyo & Anita, 2024).

This study also presents a different perspective on bilingual practices in higher education by challenging earlier assumptions about language use in digital and academic spaces. While Nababan (2024) argued that the rise of digital communication has led to a decline in formal language proficiency, this study suggests that bilingualism at Gunadarma enhances students' ability to engage in academic discourse effectively. Additionally, unlike previous studies that focused on the difficulties of adapting to multilingual environments, this research suggests that students and lecturers at Gunadarma view bilingualism as an asset rather than a limitation. This distinction highlights the importance of considering context-specific language strategies when analyzing linguistic adaptation in universities.

Despite these contributions, this study has certain limitations. First, the research was conducted at a single university, which limits the generalizability of findings to other higher education institutions. Future research should expand the scope by comparing bilingual language use across multiple universities to provide a more comprehensive perspective. Second, the qualitative approach used in this study offers rich insights but does not allow for statistical generalization. Further quantitative research could validate these findings by surveying a larger population. Nevertheless, this study provides a foundation for future research on linguistic adaptation in Indonesian universities and contributes to developing more effective and inclusive language teaching strategies.

4. CONCLUSION

In this study, the pattern of language use at Gunadarma University shows a significant adaptation to diverse academic and social needs. The practice of translanguaging and switching codes observed in the classroom facilitates better understanding and increases student participation. The use of the United Kingdom for technical terms and international literature, as well as Indonesian for internal communication and descriptive explanations, reflects efforts to bridge the gap between global concepts and local contexts. Switching codes in verbal interactions helps overcome language limitations and encourages active involvement in class discussions.

In written communication, the difference in the use of language between formal and informal communication and between international and local courses creates an inclusive and effective academic environment. Combining Indonesian and the United Kingdom in teaching materials and academic assignments supports the development of students' bilingual skills, preparing them for global challenges while ensuring information accessibility. These findings provide valuable insights for developing language policies and teaching strategies at Gunadarma University, aiming to create a more

adaptive and responsive learning experience for students and lecturers' needs.

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