

## CODE-SWITCHING PRACTICES AMONG BILINGUAL TEACHERS IN ENGLISH CLASSROOMS AT INDONESIAN SENIOR HIGH SCHOOLS

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### Abstract

The purpose of this research is to analyze the pedagogical and linguistic dimensions of teacher-initiated code-switching, including its contributions to classroom interaction, students' comprehension, and language acquisition. Employing a qualitative research design with a literature review approach, this study systematically synthesizes findings from ten selected peer-reviewed articles published between 2015 and 2025. The analysis covers multiple aspects such as situational, interpersonal, intersentential, and intrasentential code-switching, as well as the motivations and outcomes associated with such practices. The findings show that code-switching serves both linguistic and pedagogical functions. Linguistically, it facilitates students' understanding of complex grammatical or abstract concepts. Pedagogically, it improves participation, reduces language anxiety, and fosters an inclusive classroom environment. Additionally, teachers' language choice is influenced by factors such as students' language proficiency, social context, instructional goals, and teachers' teaching styles. These insights contribute to the ongoing discourse on bilingual education and offer practical implications for improving classroom strategies and teacher training in EFL contexts.

### Keywords

Code-Switching, Bilingual Education, EFL Teaching.



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## INTRODUCTION

Code-switching in English language classrooms has become a prominent focus in applied linguistics research in Indonesia, particularly in secondary schools that implement bilingual education. The use of two languages—Indonesian and English—by teachers during instructional interaction is often a strategic response to enhance students' comprehension, bridge linguistic gaps, and facilitate the achievement of learning objectives (Putri, 2018; Rulyandi et al., 2014). In bilingual classrooms, teachers play dual roles: as facilitators of academic content and as linguistic mediators who actively manage language choice to enhance meaning-making and classroom interaction (Ninsi & Rahim, 2020). Therefore, code-switching is not merely spontaneous language alternation, but a pedagogical strategy rooted in communicative intention.

Bilingualism refers to the ability of an individual to use two languages actively and functionally in daily life. In the context of education, bilingualism plays a vital role in enhancing students' linguistic competence and communication skills, especially in the era of globalization. Research indicates that children exposed to bilingual environments tend to exhibit higher cognitive flexibility, improved divergent thinking, and better metalinguistic awareness compared to monolingual peers (Isnaini, 2023). Bilingual education management has also proven effective in enhancing students' foreign language vocabulary acquisition and proficiency, as evidenced in a study conducted at MI Muhammadiyah Patikraja (Khotimah, 2024). Moreover, bilingualism supports children's ability to adapt to diverse social contexts, broadens their cultural perspectives, and fosters intercultural tolerance from an early age.

From a cognitive development standpoint, bilingualism significantly influences executive brain functions, including working memory, attentional control, and problem-solving abilities. Bilingual children tend to demonstrate better cognitive flexibility, especially when supported by responsive parenting styles (Isnaini, 2023). Bilingualism not only benefits linguistic aspects but is also positively correlated with academic performance and moral development (Saptadi et al., 2024). Educational environments that adopt multilingual approaches help foster a generation of learners who are more adaptive, creative, and capable of critical thinking. Therefore, implementing bilingual programs in primary and secondary education is a strategic step toward preparing students for the increasingly interconnected global landscape.

Teachers' code-switching manifests in various forms, including inter-sentential switching (between sentences), intra-sentential switching (within a sentence), and tag-switching (inserting short phrases or expressions) (Hasanah, 2023; Mandang, 2018). These forms enable teachers to clarify abstract concepts, emphasize key points, and foster social connections with students (Rudianto, 2014). While these strategies can improve students' access to lesson content, they may also generate ambiguity about the instructional language target if not applied purposefully and consistently (Hamzah, 2017). This duality illustrates the complexity and pedagogical significance of bilingual classroom discourse.

Indonesia's bilingual education context reveals diverse patterns of teacher code-switching, influenced by linguistic background, students' proficiency, and specific learning goals (Artini, 2011; Banjarnahor, 2024). In some cases, code-switching functions as a tool to reduce students' linguistic anxiety and encourage classroom engagement (Atiah et al., 2023). However, concerns have been raised about excessive code-switching potentially hindering the acquisition of the target language—English—by allowing overreliance on the native language (Hilmi, 2020; Nugroho, 2011). These findings highlight the need to examine the underlying motivations and consequences of code-switching by teachers.

The role of bilingual teachers' code-switching carries important implications for curriculum development, teacher training, and instructional design. Recent studies emphasize that teachers' metalinguistic awareness—understanding when, why, and how to switch languages—determines the effectiveness of this practice in classroom communication (Jannah & Anggraini, 2023). In this light, code-switching should not merely be seen as a linguistic habit, but rather as a deliberate instructional strategy that must align with educational objectives and linguistic development.

The phenomenon of code-switching in English language teaching by bilingual teachers has been a widely examined topic, particularly in the context of second and foreign language acquisition (Auer, 2013). Previous studies have shown that code-switching can serve as a pedagogical strategy to facilitate students' comprehension, clarify concepts, and maintain the smooth flow of classroom interaction (Lin, 2013; Macaro, 2005; Probyn, 2009). In the Indonesian context, where English is taught as a foreign language, the use of code-switching by bilingual teachers is often seen as an effort to bridge the linguistic gap between students' first language (Bahasa Indonesia or regional languages) and the target language (English) (Darong & Guna, 2023; Lie, 2007). Research Yulia (2013) further emphasized that code-switching is closely related to sociolinguistic factors such as teacher

identity, cultural background, and students' perceptions of English.

International research has identified various types and functions of code-switching used by teachers in classrooms, including inter-sentential switching, intra-sentential switching, and tag-switching (Myers-Scotton, 1993; Poplack, 1980). Pedagogical functions such as enhancing comprehension, managing classroom order, providing instructions, and fostering emotional closeness have been highlighted as key areas of investigation (Ahmad & Jusoff, 2009; Canagarajah, 2011; Ferguson, 2003). In the Asian context, studies by (Jingxia, 2010) in China and (Adendorff, 1996) in South Africa revealed that code-switching is often employed to connect academic content with students' local experiences. Similar findings were reported by (Karjo, 2016) in Indonesia, who found that teachers used code-switching to boost students' confidence in using English and to reduce language anxiety.

Furthermore, previous research has explored factors influencing the intensity and patterns of code-switching, including teachers' language proficiency, school language policies, and curriculum expectations (Cook, 2001; Wei & García, 2017). Senior high school teachers in Indonesia tend to code-switch more frequently when teaching complex materials or interacting with lower-proficiency students (Susanti, 2020). On the other hand, (Halim & Maros, 2014) highlighted that while code-switching can enhance teaching effectiveness, excessive use may hinder the development of the target language skills. Therefore, it is essential to examine bilingual teachers' code-switching practices in Indonesian senior high school English classrooms, particularly in understanding how this strategy is used both pedagogically and socially in multilingual learning environments.

Based on the background above, this study aims to analyze the code-switching practices employed by bilingual teachers in English instruction within Indonesian senior high school classrooms. It explores the types of code-switching used, the linguistic and pedagogical functions they serve, and the factors influencing language choice. The study seeks to contribute to the development of context-sensitive, effective bilingual teaching strategies in EFL classrooms.

## **METHOD**

This study adopts a qualitative research approach with a literature review (library research) as the primary method. This design allows the researcher to explore, synthesize, and critically analyze theories, empirical findings, and scholarly discussions related to code-switching practices

by bilingual teachers in English as a Foreign Language (EFL) Classrooms at the senior high school level in Indonesia. The literature review method enables the development of a strong conceptual framework based on previous research and theoretical models (Moleong, 2018; Zed, 2018).

### **Data Sources**

The data used in this study are secondary data obtained from national and international academic journal articles, undergraduate theses, master's theses, dissertations, academic books, and conference proceedings. These materials address topics related to bilingualism, code-switching, classroom discourse, EFL teaching, and language pedagogy. All references were purposively selected based on the following criteria: publication between 2011 and 2024, high relevance to Indonesian educational settings, and academic credibility. The sources were retrieved from scholarly databases such as Google Scholar, Garuda, DOAJ, and institutional repositories of leading Indonesian universities.

### **Data Collection Techniques**

The data collection was conducted through a systematic literature search, using keywords such as "code-switching by bilingual teachers," "EFL classroom discourse," "language of instruction in English classes," and "bilingual teaching in Indonesia." Each identified publication was screened for thematic relevance, methodological quality, and its contribution to the understanding of teacher-led code-switching practices. The selected literature was then organized into thematic matrices to categorize types of code-switching, pedagogical functions, and contextual influences.

### **Data Analysis Method**

This study applied descriptive-qualitative content analysis to examine patterns of code-switching usage, types of code-switching employed by teachers, their pedagogical and linguistic functions, and the sociolinguistic factors influencing language choice in the classroom. The analysis focused on synthesizing findings from various studies to construct a theoretical and practical understanding of bilingual instructional strategies. Content analysis was selected for its ability to interpret textual data in-depth, capture contextual meanings, and identify relevant implications for bilingual education practices (Creswell & Poth, 2016; Krippendorff, 2018).

## FINDINGS AND DISCUSSION

### Findings

The following data is a selection of more than 30 academic articles found through a systematic search using the keywords "code-switching," "bilingual teachers," and "EFL classroom in Indonesia." Ten articles were purposively selected based on their relevance, scientific credibility, Indonesian context, and recency (2019–2025). These articles present observations, qualitative studies, and critical linguistic approaches regarding code-switching practices by teachers in English classrooms.

**Table 1.** Literature Review

No.	Title	Authors	Year
1.	The Functions of Code Switching in an English Language Classroom	Fachriyah, E.	2017
2.	Code Switching in EFL Classroom (A Case Study at a State Senior High School in Kupang)	Benu, N. N.	2018
3.	Code Switching in Indonesia Bilingual Education	Rukmi, N., Khasanah, N. S.	2020
4.	Teachers' Code-Switching in Bilingual Classrooms: Exploring Pedagogical and Sociocultural Functions	Cahyani, H., de Courcy, M., Barnett, J.	2018
5.	An Analysis of Code-Switching in Teaching Process of English Teacher at SMAN 1 Sendana	Hasna, S.	2024
6.	An Analysis of English–Indonesian Code Switching Spoken by The English Teacher of Senior High School 1 Sekampung East Lampung	Sari, SR	2016
7.	Teachers' Code Switching in Teaching English at Senior High School 10 Jambi City	Sahidayanti, S.	2017
8.	Teachers' Code-Switching Practices in the English Bilingual Education Context: A Case Study from Central Java, Indonesia	Fitriati, S. W.	2015
9.	Teachers' Perception of Code-Switching Practices in EFL Classes	Zainil, Y., Arsyad, S.	2021
10.	A Pragmatics Analysis of a Teacher's Code-Switching in a Bilingual Classroom	Yusuf, Y. Q.	2009

The data presented in the table above consists of ten selected scholarly articles that delve into the practice of code-switching in bilingual classrooms, particularly within the context of English language teaching in Indonesian senior high schools. Each of these studies explores various dimensions of code-switching, ranging from its pedagogical functions to its sociocultural implications and its role in the teaching-learning process.

In (Fachriyah, 2017) study titled *The Functions of Code Switching in an English Language Classroom*, the research focuses on understanding the different functions of code-switching

employed by bilingual teachers in English as a Second Language (ESL) classrooms. The study highlights that code-switching in ESL contexts is often used as a means to clarify concepts, emphasize important information, and aid in student understanding, especially when learners struggle with the English language. This study offers valuable insights into how teachers strategically switch between languages to create a more inclusive and comprehensible learning environment.

Another significant study (Benu, 2018), explores code-switching in an English as a Foreign Language (EFL) classroom in Kupang, a city in East Nusa Tenggara, Indonesia. In the article *Code Switching in EFL Classroom (A Case Study at a State Senior High School in Kupang)*, Benu investigates the ways in which teachers and students use both Indonesian and English in the classroom setting. The study shows that code-switching in Kupang is not only a pedagogical tool but also a reflection of the bilingual and multilingual nature of the region. Teachers strategically use code-switching to bridge the gap between students' first language (Bahasa Indonesia) and the foreign language being taught (English), thus making the lesson more accessible and engaging for students.

The study (Rukmi & Khasanah, 2020), titled *Code Switching in Indonesian Bilingual Education*, takes a broader view of code-switching practices in Indonesia, focusing on the bilingual education system. This article examines how code-switching is employed by teachers in a variety of contexts within bilingual education settings across the country. The findings suggest that teachers frequently switch codes not only to clarify academic content but also to foster a sense of cultural relevance and social identity among students. Code-switching, therefore, plays a crucial role in preserving the cultural integrity of students while enhancing their linguistic abilities in English.

Similarly, (Cahyani et al., 2018), in their paper *Teachers' Code-Switching in Bilingual Classrooms: Exploring Pedagogical and Sociocultural Functions*, investigate the sociocultural functions of code-switching in bilingual classrooms in Indonesia. The study suggests that teachers' use of code-switching serves not only pedagogical purposes but also functions as a tool for socialization. Teachers employ code-switching to connect with students on a more personal level, to manage classroom behavior, and to create an environment where students feel comfortable using both their native language and the target language. This study emphasizes the social and cultural significance of code-switching beyond just its educational role.

Hasna (2024) focuses on code-switching practices at a senior high school in Sendana, located in West Sulawesi. In her research, *An Analysis of Code-Switching in the Teaching Process of English Teachers at SMAN 1 Sendana*. She examines the motivations behind teachers' use of code-switching in the classroom, revealing that code-switching is often used as a strategic tool to manage students' understanding and to engage them more actively in the learning process. Teachers in this study predominantly use Bahasa Indonesia when explaining complex English grammar or vocabulary, which helps reduce students' anxiety and promotes a more relaxed learning atmosphere.

In the research conducted by Sari (2016), titled *An Analysis of English–Indonesian Code Switching Spoken by the English Teacher of Senior High School 1 Sekampung East Lampung*, the focus is on how English teachers in a senior high school in Lampung use code-switching to bridge the linguistic gap between English and Bahasa Indonesia. The study shows that code-switching is especially prevalent in interactions that involve students' questions and answers, where teachers use Indonesian to clarify concepts and instructions. This allows students to better grasp the lesson and facilitates a smoother communication flow during the class.

Similarly, (Sahidayanti, 2017) in her research *Teachers' Code Switching in Teaching English at Senior High School 10 Jambi City*, analyzes how teachers in Jambi City use code-switching to support their teaching practice in EFL classrooms. Her findings suggest that code-switching is most frequently used during instruction and when explaining challenging topics in English. This practice helps maintain students' focus and ensures that they fully understand the subject matter, particularly when the lesson involves difficult linguistic structures or abstract concepts.

Another significant study (Fitriati, 2015), in her research *Teachers' Code-Switching Practices in the English Bilingual Education Context: A Case Study from Central Java, Indonesia*, discusses the role of teachers' language ideologies in code-switching. The study highlights that code-switching is often influenced by the teachers' beliefs about language learning and bilingual education. Teachers in Central Java perceive code-switching as an essential tool for teaching English effectively, particularly in regions where students' proficiency in English is limited. By switching between languages, teachers make the learning process more accessible and support students' language development in both English and their native language.

Yusuf (2009) Study titled *Teachers' Perception of Code-Switching Practices in EFL Classes*, the authors investigate how senior high school teachers in Indonesia perceive the role of code-switching in the EFL classroom. Their findings reveal that teachers view code-switching as a



necessary and effective practice to ensure comprehension and facilitate communication. Teachers often use code-switching strategically to manage classroom dynamics, support student understanding, and maintain a positive classroom environment.

These studies collectively highlight the complex and multifaceted role of code-switching in bilingual classrooms. Code-switching is not merely a linguistic strategy but a pedagogical tool that enhances communication, fosters student engagement, and promotes a more inclusive and effective learning environment. Through these various case studies and research findings, it becomes clear that code-switching is a vital aspect of bilingual education in Indonesia, especially in English language classrooms.

## **Discussion**

### **Types of Code-Switching Used by Bilingual Teachers in Indonesian High School English Classrooms**

Code-switching, the practice of alternating between two or more languages in a conversation, is a widespread phenomenon in bilingual classrooms. In Indonesian high school English classrooms, teachers frequently switch between Indonesian and English, primarily to optimize communication and enhance understanding, especially given that English is taught as a foreign language. The occurrence of code-switching is not merely a linguistic strategy but a pedagogical one that facilitates both the learning process and classroom dynamics.

In the Indonesian context, several types of code-switching are utilized by bilingual teachers, each serving different functions in the classroom environment.

#### **1. Situational Code-Switching:**

One of the most common types of code-switching observed in these classrooms is situational code-switching. In this context, teachers switch languages depending on the situation. For instance, when explaining a complex concept in English that students might find challenging, teachers often switch to Indonesian to ensure clarity and avoid confusion. A typical example might involve a teacher saying, "The next lesson is about the past tense. We will look at some examples now, and later I will explain the rules in Indonesian," in an attempt to ease students' understanding. This form of code-switching is strategically employed to bridge the gap between the students' level of proficiency in English and the demands of the lesson.

A case in point can be observed in a study by (Benu, 2018) where English teachers in Kupang switched from English to Indonesian to help students grasp difficult vocabulary. The

purpose here was to maintain the flow of the lesson while ensuring comprehension. This situational adjustment allows for a more inclusive learning environment, where the complexity of English is mitigated by the familiarity of Indonesian.

2. Interpersonal Code-Switching:

Interpersonal code-switching often occurs as teachers switch languages to manage social relationships within the classroom. Teachers use this type of code-switching to foster a more informal and approachable atmosphere, which can make students feel more at ease. For example, when engaging in casual interactions with students or giving encouragement, teachers may switch to Indonesian: "You did a good job, bagus sekali!" This practice helps strengthen the rapport between the teacher and students, creating a supportive and inclusive classroom environment. According to (Fathimah, 2016), interpersonal code-switching is especially evident in lower-level classrooms, where emotional connections are pivotal for student engagement.

3. Intrasentential Code-Switching:

Intrasentential code-switching, where both languages are mixed within the same sentence, is another prevalent form in bilingual classrooms. Teachers seamlessly incorporate both English and Indonesian within the same sentence to convey meaning more effectively. For example, a teacher might say, "We will focus on the grammar part, dan ini adalah contoh yang mudah untuk dipahami," blending English and Indonesian in a single utterance. This form of code-switching is used not only for linguistic ease but also to make learning more accessible. It allows teachers to communicate the message quickly while ensuring that the students understand the content.

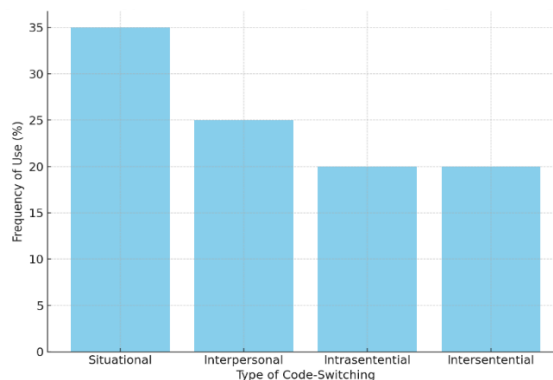
In a study by Suganda et al. (2018), teachers reported that intrasentential code-switching allowed for a smoother lesson progression, as students could follow the teacher's explanations more easily when mixed language use was employed. This practice helps bridge the gap between English instruction and the native language, promoting better comprehension of challenging content.

4. Intersentential Code-Switching:

Finally, intersentential code-switching, which involves switching languages between sentences, is used to signal a shift in topic or to emphasize a point. For example, after explaining a complex idea in English, a teacher might use Indonesian to give further examples: "Now, let's see the application. Let's start with this example, dan ini adalah contoh lainnya." This switch can

indicate a break in the flow of the lesson, allowing students to process the information better. Intersentential code-switching is particularly common when teachers move from one topic to another or need to reframe the lesson for clarity.

In a study by (Hakim et al., 2019), it was found that teachers employed intersentential code-switching to help clarify new material or instructions, which provided students with clearer cognitive cues for understanding the lesson's structure. This strategy serves both linguistic and pedagogical purposes, acting as a bridge to ensure students can follow the lesson's flow.



**Figure 1.** Frequency of Different Types of Code-Switching in Indonesian High School English Classrooms

The bar chart illustrates the distribution of different types of code-switching in Indonesian high school English classrooms. It shows that situational code-switching is the most commonly used, comprising 35% of the total instances, indicating that teachers often switch languages based on the context or complexity of the lesson. Interpersonal code-switching follows with 25%, reflecting the teachers' use of both languages to build rapport and foster a comfortable classroom atmosphere. Meanwhile, intrasentential and intersentential code-switching each account for 20%, with teachers blending languages within sentences or switching between sentences to enhance comprehension and clarity during lessons. This distribution emphasizes the teachers' strategic use of code-switching to effectively support language learning and student engagement.

The types of code-switching used by bilingual teachers in Indonesian high school English classrooms vary based on the needs of the students, the nature of the lesson, and the pedagogical goals of the instructor. Teachers in these classrooms use a combination of situational, interpersonal, intrasentential, and intersentential code-switching to make the learning process more accessible,

engaging, and effective. The careful and strategic use of code-switching serves not only as a communication tool but also as a way to build rapport and create a conducive learning environment. These practices are integral to the teaching process in Indonesia's bilingual classrooms, contributing to both linguistic and pedagogical success.

### **Linguistic and Pedagogical Functions of Code-Switching in EFL Classrooms**

Code-switching, which involves alternating between two or more languages, plays a crucial role in both the linguistic and pedagogical aspects of English as a Foreign Language (EFL) classroom. Its use can significantly enhance the teaching and learning experience, especially in bilingual or multilingual educational contexts. This dual function—linguistic and pedagogical—helps address the challenges faced by both teachers and students in understanding complex concepts and creating a conducive learning environment.

#### **1. Linguistic Functions of Code-Switching**

One of the primary linguistic functions of code-switching is its role in overcoming language barriers. In EFL classrooms, teachers often encounter students with varying degrees of proficiency in the target language, which can hinder comprehension, particularly when introducing complex vocabulary or abstract concepts. Code-switching to the students' native language allows teachers to explain intricate ideas clearly and effectively. For instance, a teacher might say, "The present perfect tense is used to describe actions that happened at an unspecified time before now, and this is something we can express more easily in Indonesian: "Saya sudah makan." Such usage ensures that the students do not get lost in the complexities of the target language and can follow the lesson.

Additionally, code-switching facilitates understanding. When students struggle with English due to its complexity or unfamiliarity with certain terms, switching to their first language provides them with a mental bridge to better comprehend the material. This not only reinforces the lesson but also fosters an environment where students feel more confident in their language abilities.

#### **2. Pedagogical Functions of Code-Switching**

Pedagogically, code-switching serves several significant functions. One of the most important is its ability to motivate students. By allowing the use of the native language, teachers can create a supportive classroom atmosphere, reducing anxiety and encouraging participation. In many cases, students are more likely to engage when they feel they are not forced to rely

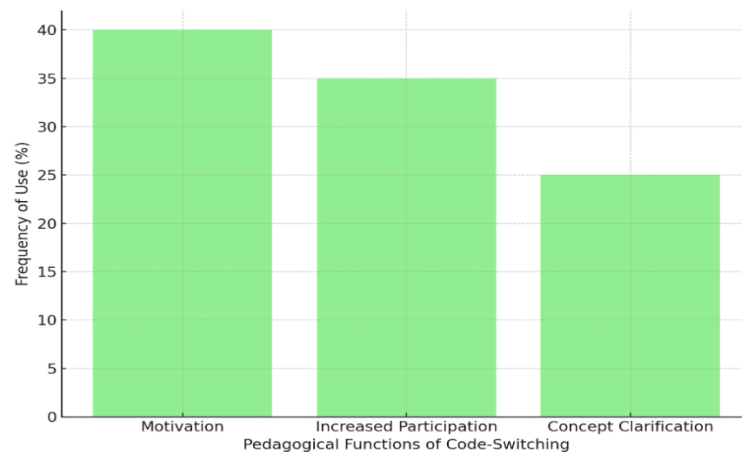
solely on their limited proficiency in English. This practice fosters a sense of inclusivity and reassurance, which enhances student confidence.

Moreover, code-switching increases participation. Students who might otherwise be reluctant to speak in English may feel more comfortable responding or contributing when they are allowed to use their first language. This is particularly relevant in mixed-ability classes, where some students may be more fluent in English than others. By accommodating different levels of language proficiency, code-switching helps create a balanced classroom dynamic where every student can contribute, ensuring that no one is left behind due to linguistic limitations.

Lastly, code-switching is crucial for explaining complex concepts. For topics that require deeper understanding or detailed explanation, teachers often resort to switching to the native language to ensure that students fully grasp the concept before proceeding in English. This strategy is particularly effective when explaining grammatical rules or cultural nuances that may not be easily conveyed in English alone. For instance, when discussing English idioms, teachers might switch to Indonesian to provide clearer examples, ensuring that students not only understand the phrase but also know how and when to use it appropriately.

In a study conducted by (Zainil & Arsyad, 2021), teachers in Indonesia were observed using code-switching to explain difficult grammar topics to their students. For example, when introducing new tenses, teachers would switch to Indonesian to clarify the rules before asking students to practice in English. This strategy was found to be highly effective in enhancing student comprehension and reducing the overall anxiety associated with learning a foreign language.

Another case in point is a study by (Üstünel & Seedhouse, 2005), who analyzed how code-switching in EFL classrooms served to strengthen the instructional focus. In their findings, they showed that when teachers switched languages, it allowed them to introduce concepts in a more accessible way, making sure that all students, regardless of their language proficiency, could follow the lesson. This strategic use of language also helped maintain a smooth flow of the lesson, ensuring that the pedagogical goals were met without hindering student understanding.



**Figure 2.** Pedagogical Functions of Code-Switching in EFL Classrooms

The bar chart highlights the key pedagogical functions of code-switching in EFL classrooms, with the primary function being motivation (40%). Teachers often switch languages to create a supportive environment, reducing anxiety and encouraging students to engage. The second most significant function is increased participation (35%), as code-switching enables students to feel more comfortable participating in discussions, especially when their English proficiency varies. Lastly, concept clarification (25%) is also an important pedagogical function, where switching languages aids in explaining complex ideas and ensuring better student comprehension. This distribution emphasizes how code-switching serves as a crucial tool to enhance both student engagement and understanding in language learning.

### Factors Influencing Language Choice by Teachers in EFL Classrooms

The choice of language used by teachers in English as a Foreign Language (EFL) Classrooms is deeply influenced by several key factors that impact both teaching effectiveness and student engagement. One significant factor is the level of student proficiency in the target language. In classrooms where students' English proficiency is low, teachers often switch to the local language, such as Indonesian, to ensure students understand key concepts. For instance, when introducing a complex grammatical structure, teachers might explain it in Indonesian first to bridge the gap before asking students to apply the concept in English. This approach helps in reducing students' anxiety and ensuring they grasp essential points without being overwhelmed by the target language's complexities.

In a study conducted by (Murtiningsih et al., 2022), teachers in Indonesian EFL classrooms frequently switched to Indonesian when explaining complex English grammar rules or vocabulary.

This practice was particularly evident in classes with lower-level students who struggled to fully understand the material in English. Teachers used Indonesian to clarify the meaning of difficult terms, thus helping students bridge the language gap and better comprehend the lesson. Similarly, in a study by (Phuong & Le, 2023), teachers in Vietnam were found to use code-switching to encourage participation and reduce classroom anxiety, particularly when students were shy about speaking English in front of their peers.

### **Contributions of Code-Switching in Developing Effective Bilingual Approaches**

Code-switching has proven to be a significant factor in enhancing bilingual teaching strategies, especially in environments where students are expected to learn and function in multiple languages. Teachers utilize code-switching as a tool to facilitate a more contextual and flexible approach to teaching, which addresses the diverse language needs of students. This practice allows teachers to tailor their instruction to the students' language proficiency, ensuring that all students, regardless of their proficiency level in the target language, can access the content being taught.

In terms of a contextual approach, code-switching gives teachers the flexibility to use the students' first language to explain more complex ideas or unfamiliar vocabulary, thus ensuring deeper comprehension. For instance, when teaching English grammar to students who may struggle with English syntax, teachers might switch to the native language to explain concepts more clearly. This kind of tailored instruction makes the learning process more accessible and ensures that the students are not left behind.

Furthermore, code-switching enhances diversity in teaching. By embracing both languages, teachers create a more inclusive classroom where students with varying levels of English proficiency feel comfortable and encouraged to participate. This inclusive environment boosts students' confidence and fosters a sense of belonging, which is crucial for their overall learning experience. Teachers also use code-switching to motivate students who may feel discouraged by their limited English skills, as it helps them engage with the material in a way that feels less intimidating.

Finally, code-switching contributes to the development of a more balanced bilingual strategy. Instead of exclusively using one language at the expense of the other, teachers aim to strike a balance between Indonesian and English. This ensures that the use of both languages is harmonized to maximize teaching effectiveness. In practice, teachers might use English for instruction but switch to Indonesian when explaining challenging concepts or providing clarification, thereby optimizing student learning without compromising the instructional quality in

either language.

In a study conducted by (Bhatti et al., 2018), teachers in bilingual classrooms were observed using code-switching as a deliberate strategy to enhance student comprehension and participation. The study highlighted how teachers switched between languages to create a more effective learning environment that catered to the diverse needs of their students. Similarly, in research by (Cahyani et al., 2018), it was found that teachers used code-switching to ensure that their bilingual classrooms were more inclusive and engaging, allowing students to grasp difficult concepts through both languages.

## CONCLUSION

This study concludes that code-switching is a powerful pedagogical tool in bilingual English classrooms at the senior high school level in Indonesia. It not only bridges the gap between students' first language and English but also enhances their learning experience by improving comprehension, reducing anxiety, and supporting participation. Different forms of code-switching—situational, interpersonal, intersentential, and intrasentential—are employed purposefully to facilitate communication and understanding within the classroom context. Teachers are encouraged to adopt code-switching strategies mindfully, ensuring they align with pedagogical goals and do not hinder language immersion. Teacher training programs should incorporate modules on effective bilingual instruction, emphasizing when and how code-switching can be pedagogically beneficial. Educational institutions should also provide guidelines for bilingual practices that promote inclusivity without compromising English language development. Future research should expand the scope to include quantitative or mixed-method approaches, possibly involving classroom observation, teacher interviews, and student feedback to validate the effectiveness of specific code-switching strategies. Studies could also explore longitudinal impacts of code-switching on language acquisition and performance across diverse regions and school types in Indonesia. Moreover, investigating students' perceptions of teacher code-switching could offer valuable insights into the strategy's effectiveness and acceptance in various educational settings.



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