

MULTILINGUALISM IN PRACTICE: LANGUAGE CHOICE AND CODE-SWITCHING AMONG UNIVERSITY STUDENTS IN WEST ACEH

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Abstract

Multilingualism is a defining feature of higher education in West Aceh, where students navigate complex linguistic environments across academic and social domains. Understanding how these students manage language choice and code-switching offers insight into the dynamics of communication in multilingual contexts. This study aims to examine the code-switching practices and language preferences of multilingual students in a university setting. Employing a qualitative case study design, data were gathered from five English department students through semi-structured interviews and classroom observations. Thematic analysis was used to identify patterns in language behavior across different contexts. The analysis revealed that tag switching, particularly the insertion of Bahasa Indonesia phrases into English discourse, was the most frequent code-switching strategy during classroom interactions. Outside the classroom, Acehese was predominantly used in domestic settings, while Bahasa Indonesia and English were commonly used in peer communication. Participants indicated that lecturers' use of code-switching between English and Bahasa Indonesia facilitated comprehension of complex academic content. These findings underscore the strategic and context-dependent use of multiple languages among students, reflecting the dynamic and adaptive nature of multilingual practices in West Aceh's higher education landscape.

Keywords: *code switching; language choice; multilingualism; West Aceh*

1. Introduction

Indonesia is a linguistically diverse country where multiple languages—local, national, and foreign—are used in everyday communication. This multilingual environment not only facilitates interaction but also serves as a means for individuals to express their identities, emotions, and ideas. Multilingualism plays a vital role in shaping how Indonesians interact with one another and the world. Multilingualism refers to the ability to use two or more languages effectively (Edwards, 2003; Meyerhoff, 2006). It is important to note that proficiency in multiple languages is influenced by historical, political, and cultural contexts (Bhatia & Ritchie, 2012). In multilingual settings like Indonesia, individuals are expected to be proficient in not only speaking but also reading, listening, and writing in languages other than their mother tongue.

Given this linguistic complexity, language choice, the selection of a language in a particular social context, becomes a central feature of daily life (Myers-Scotton, 2006). In Indonesia, language choice varies depending on social situations and personal identity. Bahasa Indonesia is the national language used for broader communication, while local languages reflect cultural heritage (Husna, 2018). Meanwhile, English is introduced as a foreign language, valued for its potential in global communication and future opportunities, especially in education. As Indonesians shift between languages depending on context, *code-switching*—the practice of alternating between languages within a conversation—becomes a common and strategic linguistic behavior. Studies have shown that high proficiency in multiple languages is linked to more frequent code-switching (Dewaele & Zeckel, 2016). Among Indonesian students, code-switching is particularly prominent as they navigate between their local languages, Bahasa Indonesia, and English. However, despite early and continued English instruction in schools, many students face challenges due to differences in grammar and syntax between English and their native languages. Although English is taught from elementary school through university in Indonesia, students often find themselves blending English with Bahasa Indonesia or local languages, especially in classroom environments. This often results in a blended use of languages, particularly in classroom discourse. This brings us to the concept of a pedagogical approach that embraces the fluid use of multiple languages. Translanguaging allows students to leverage their full linguistic repertoire, engaging with multiple languages in learning activities. For example, they might read in one language and write in another (García & Wei, 2013). This approach mirrors how students naturally switch between languages in daily life and recognizes the value of all their linguistic abilities in educational settings.

In Aceh, for example, local languages such as Tamiang, Gayo, and Jamee coexist with Bahasa Indonesia (Al-Auwal, 2017). Bahasa Indonesia often serves as a second language for many students. While local languages are typically used at home and in cultural settings, Bahasa Indonesia dominates in schools and public life. As Nursanti (2021) notes, students in non-English-speaking countries like Indonesia require significant time and effort to develop English proficiency. Even in English classes, students often mix English with Bahasa Indonesia, reflecting the complexity of their multilingual identities.

Outside the classroom, Bahasa Indonesia is typically the primary language for social interactions, while local languages like Acehese are reserved for family and elders. This pattern of language use demonstrates how students navigate different linguistic environments: English for academic purposes, Bahasa Indonesia for interactions with peers, and local languages for familial and cultural communication.

Therefore, in a multilingual community, code-switching and language choice are inevitable as students continuously shift between languages to adapt to different social and linguistic contexts. Code-switching refers to the practice of alternating between two different languages, grammatical systems, or subsystems within the same conversation, often to enhance meaning, express identity, or address a linguistic gap (Fachriyah, 2017).

In addition to code-switching in daily conversations, students make strategic language choices depending on the situation. Suganda, Petrus, & Zuraida (2021) argue that students' language use in classroom interactions is often dictated by their proficiency in each language, with code-switching sometimes employed to clarify or rephrase explanations. Furthermore, Ansah (2014) identifies specific domains—such as education, tradition, and religion—that influence students' language choices. These domains shape how Acehese

students decide which language to use, whether in academic settings, cultural practices, or religious contexts.

Code-switching can take several forms, each serving different functions in conversation. According to Ruba, Prabhu, and Samayan (2023), one such form is tag switching, which involves inserting a word or clause from one language into a predominantly monolingual conversation. Tag switching typically appears sparingly and is often used to emphasize specific points or to support particular claims, especially in tasks like picture description. Another form is intra-sentential switching, which occurs within a single sentence. This type involves seamlessly alternating languages mid-sentence or clause, requiring the speaker to simultaneously navigate the grammatical rules of both languages. Intra-sentential switching reflects a high level of bilingual proficiency, demonstrating the fluidity and complexity of bilingual communication. Lastly, inter-sentential code-switching takes place between sentences or clauses, where the speaker switches languages at sentence boundaries. This form is more easily noticeable than intra-sentential switching, as the change occurs between distinct sentences. Inter-sentential switching is often influenced by context, topic, and the social dynamics of the conversation. It highlights the speaker's linguistic versatility and their ability to adjust language use based on social appropriateness and communicative needs.

Despite growing research on multilingualism in Indonesia, there is still limited understanding of how students in specific regions, such as Aceh, strategically use language in academic and social settings. Much of the existing literature tends to generalize student behavior across Indonesia without accounting for local linguistic ecosystems. This study addresses this gap by exploring the forms and functions of code-switching among Acehese students, with a particular focus on their classroom communication and language preferences in varying contexts.

This leads to two important research questions:

1. What are the patterns of code-switching among Acehese students in West Aceh and how do they affect language learning in the classroom?
2. What factors influence the language choice of Acehese students when communicating in different social contexts (e.g., with peers and teachers)?

2. Literature Review

2.1 Sociolinguistics

Language is not only a tool for communication but also a means of shaping and reflecting social identity. Sociolinguistics explores how language and society are interrelated, focusing on how language use varies across different social contexts. Holmes (2013) emphasizes that sociolinguists aim to explain why individuals speak differently depending on social circumstances, while also considering the social functions of language. Similarly, Holmes and Wilson (2017) highlight that linguistic variation is deeply tied to cultural and ethnic identity, often revealing how speakers position themselves socially. Studying language use in different settings uncovers important insights into how individuals construct social meaning and navigate community norms through language. Collectively, these perspectives show that language is both shaped by and shapes social relationships, making sociolinguistics a crucial foundation for understanding phenomena like multilingualism and code-switching.

2.2 Multilingualism

Multilingualism, or the ability to use two or more languages, is a widespread phenomenon that operates at both the individual and societal levels. According to Li (2008), multilingual individuals can engage with multiple languages in either an active (speaking and writing) or passive (listening and reading) capacity. Fatimah et al. (2024) describes multilingualism as the use of more than two linguistic systems, reinforcing its complexity beyond simple bilingualism. Cenoz (2013) further asserts that multilingualism is not just a cognitive or linguistic skill but also a reflection of how societies function in multicultural contexts.

Together, these sources underscore that multilingualism is both a personal resource and a social reality, enabling individuals to adapt across diverse communicative settings while shaping broader cultural and educational practices.

2.3 Code switching

Code switching is changing a language to another language in conversation, it can be a sentence or a word. Code-switching occurs when one person in a conversation struggles to understand another's language or culture. English professors, for example, may lecture in multiple languages. In addition, for multilingual students when studying a foreign language, code switching is also highly helpful when there is something that is unclear in the lesson. According to Jendra (2010), there are various types of code switching. Three different types of code switching are identified:

1. Tag Switching

Zulfa (2016) stated, Tag code-switching occurs when a bilingual inserts a short statement from a different language at the conclusion of their sentence. In line with Holmes & Wilson (2017:35), it is said that tag switching, in which the switch is merely an exclamation or sentence filler in the other language that acts as an ethnic identification identifier, is frequently referred to as symbolic switching.

2. Intra-Sentential Switching

Inter-sentential switching occurs when a whole sentence in a foreign language is spoken between two phrases in the native language. It could also imply a shift from producing whole or numerous sentences expressly in a single language (Edwar, 2018).

3. Inter-Sentential Switching

Inter-sentential switching requires a large amount of syntactic complexity and adherence to the rules of both languages; hence, speakers who accomplish this type of switching are typically fairly adept in the involved languages (Yuliasari et al., 2023).

Fachriyah (2017) stated that there are 14 functions of code-switching; (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student tasks, (11) giving feedback, (12) aiding memorization, (13) class management and (14) entertainment and general communications. Code-switching, a common behavior among multilingual speakers, involves alternating between languages within a conversation. It can serve a range of communicative and social

functions, from clarifying meaning to asserting identity. Jendra (2010) categorizes code-switching into three types:

1. Tag switching, where brief phrases or tags from another language are inserted (Zulfa, 2016).
2. Intra-sentential switching, which occurs within a sentence (Edwar, 2018).
3. Inter-sentential switching, where language changes take place between complete sentences (Yuliasari et al., 2023).

These categories highlight the structural complexity of code-switching and suggest that its use requires a high level of linguistic proficiency. In line with this, Hu, Afzaal, and Alfadda (2022) argue that code-switching frequently occurs in response to linguistic and cultural challenges, serving as a practical pedagogical strategy that enhances comprehension and interaction in multilingual classrooms.

Fachriyah (2017) identifies 14 pedagogical functions of code-switching, including clarification, reiteration, explanation, and vocabulary development. These functions illustrate its role as both a linguistic and instructional tool. Synthesizing these viewpoints reveals that code-switching is not merely a linguistic alternation but a purposeful, context-driven strategy that reflects the dynamic interplay between language, cognition, and pedagogy.

3. Research Method

3.1 Research Design

This study employs a qualitative case study design to explore patterns of code-switching among Acehnese students in West Aceh and to understand the factors influencing their language choices in academic and social contexts. A qualitative approach is appropriate for this study as it allows for a rich, contextualized understanding of participants' linguistic practices in natural settings (Creswell & Poth, 2018). A case study design enables the researcher to focus on a bounded group and examine their experiences in depth (Merriam & Tisdell, 2016).

3.2 Participants

The participants in this study were five English department students from West Aceh, selected through purposive sampling. Selection criteria included:

- Multilingual proficiency in Acehnese, Indonesian, and English
- Representation from different universities in the region

This purposive sampling strategy ensured variation in sociolinguistic backgrounds, enabling a deeper understanding of how individual and contextual factors shape language use and code-switching behavior (Patton, 2015).

3.3 Instruments

Two primary instruments were used in this study:

1. Semi-Structured Interviews

Semi-structured interviews were used to explore participants' multilingual experiences, particularly their use of code-switching in academic and social settings. The interview questions were sent to participants via smartphone, allowing them to respond at their convenience in either written or audio form. This flexible approach accommodated participants' preferences and ensured accessibility. All responses were collected with consent and transcribed for thematic analysis.

2. Classroom Observations

Classroom observations were conducted to document real-time instances of code-switching during teaching and learning activities. Observations focused on interactions between students and lecturers, capturing how and when multiple languages were used. Field notes were taken during sessions to support later analysis of spontaneous language use in academic settings.

3.4 Procedure

Following ethical approval, participants were recruited and informed about the purpose and process of the study. Data collection began with semi-structured interviews, which were conducted remotely. The interview questions were sent to participants via smartphone, allowing them to respond in their own time and preferred language. This method was chosen to accommodate participants' schedules and ensure convenience, especially given geographical and time constraints. Responses were submitted in written or audio format, depending on the participant's preference, and subsequently transcribed for analysis.

After the interviews, classroom observations were carried out in participants' actual learning environments. Observations took place during regular instructional sessions to ensure authentic interaction, with particular attention paid to instances of code-switching between students and lecturers. Field notes were taken to document linguistic behavior and relevant social or contextual factors.

All data were anonymized and stored securely to ensure participant confidentiality throughout the research process.

3.5 Data Analysis

All qualitative data were analyzed using thematic analysis, following Braun and Clarke's (2006) six-phase framework:

1. Familiarization with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the final report

An inductive coding approach was used to allow themes to emerge directly from the data without relying on pre-existing theoretical frameworks. The analysis focused on

identifying when and why students engaged in code-switching, and how social and contextual factors influenced their language choices.

4. Results and Discussion

4.1 Results

1. Observation Result

These classroom observations were conducted in two different classes, subjects, and universities. All the observations were taken in classes with students majoring in English. The first observation took place during a Grammar class. In this class, code-switching happened a lot. The lecturer began the class using a mix of English and Indonesian to help students understand the previous and current lesson topics.

In this grammar class, code-switching was frequent, though both the lecturer and students primarily used English to interact. Students generally responded comfortably in English. As the lesson progressed, the lecturer frequently switched between English and Indonesian to explain key points. The frequency of code-switching was balanced between lecturer and students.

However, in given examples, the lecturer often gave examples first in Indonesian and then translated them into English. This strategy helped students understand grammatical structures and how to construct correct sentences.

Example 1:

L: "If a sentence has a subject and a verb, it's a complete sentence."

"For example, 'I sit.' 'I' is the subject and 'sit' is the verb."

S: "Yes, Miss."

L: "To make a complete sentence, add a prepositional object: 'I sit on a chair.'"

"Remember, a subject and verb alone can form a sentence."

"I sit on a chair."

Example 2:

L: "Possessive pronoun"

L: "For example: Hafis' bag."

L: "Remember, apostrophe *digunakan untuk menunjukkan kepemilikan*."

L: "Any questions?"

S: "No, Miss."

Example 3:

L: "For example: Intan and I study English grammar. 'Intan and I – we study English grammar.'"

L: "*We itu merupakan* pronoun."

After the explanations, the lecturer asked if students had questions. Although the question was in English:

L: "Do you have any questions?"

A student responded in Indonesian:

S: "Does the pronoun 'they' apply only to people, or can it be used for animals and objects too?"

The lecturer confirmed in Indonesian:

L: "*Iya, penggunaan 'they' juga bisa untuk benda dan hewan*."

While interacting with peers, students preferred Indonesian, occasionally using English phrases early in conversation. This demonstrates a greater ease and confidence in their first language, even in English-major classes.

The second observation took place during a Writing class. Similar patterns of code-switching were observed, particularly between the lecturer and students. Though the lecturer mostly used English, many students appeared confused and hesitant to respond in English. As a result, code-switching helped bridge communication gaps.

L: "U.S.A and U.K — what do they stand for?"

Students hesitated.

L: "United States of America... you've heard of it, right?"

When students were unsure, they often responded with partial or hesitant answers:

S: "I think U.s.a ...but I'm not sure, Miss."

The lecturer then explained:

L: "We capitalize names of countries, places, and people—for example: Netherlands, Meulaboh, STAIN. Do you understand?"

S: "Yes, Miss."

In both Grammar and Writing classes, code-switching was an effective teaching strategy. Lecturers primarily used English but switched to Indonesian to:

- Clarify difficult concepts
- Translate or reinforce key points
- Encourage participation and ensure understanding

Students, on the other hand, were more comfortable using Indonesian, especially when asking questions or working in groups. Although they were English majors, many remained hesitant to speak English fluently and preferred to switch to their native language for clarity and confidence.

No.	Utterance	Tag Present	Intra-sentential	Inter-sentential
1	"Yes, Miss, we forgot."	✓	✓	
2	"I think it's the U.S.A., Miss, but I'm not sure."		✓	
3	"U.S.A. and U.K.—what do both stand for? Does anyone know?"		✓	
4	"For example, Hafis' bag... so here, the bag belongs to Hafis."		✓	
5	"An apostrophe is used to show possession. Don't forget—even if the object is plural. Understand?"			✓
6	"You know England, right?"	✓	✓	
7	"Remember, if there is already a subject and a verb, then it is a complete sentence."	✓	✓	
8	"Any questions? Any inquiries?"	✓	✓	

Table 1. Type of code-switching found in the classroom

The analysis of classroom discourse reveals the presence of various types of code-switching employed by both students and teachers. These instances of language alternation serve a range of communicative functions, including clarification, emphasis, and student engagement. Based on the collected utterances, three primary types of code-switching were identified: tag-switching, intra-sentential switching, and inter-sentential switching.

Tag-switching involves the insertion of a short phrase or single word from one language into a sentence predominantly expressed in another language. This form of switching is often employed to seek confirmation, draw attention, or maintain rapport. For instance, utterances such as *"Yes, Miss, we forgot"* and *"You know England, right?"* demonstrate how brief expressions in Indonesian or Acehnese are embedded into English sentences. Such insertions are typically used to preserve familiarity and enhance interactional alignment with the audience.

Intra-sentential switching, which was the most frequently observed form, refers to the mixing of two languages within a single sentence. This switching style enables speakers to express meaning more fluidly, especially when vocabulary in one language may be limited or contextually insufficient. Examples include *"I think it's the U.S.A., Miss, but I'm not sure"* and *"For example, Hafis' bag... so here, the bag belongs to Hafis"*. These instances illustrate how bilingual speakers navigate and merge linguistic resources pragmatically during classroom communication.

Inter-sentential switching occurs when speakers alternate between languages across sentence boundaries. This type of switching is particularly effective for emphasizing important points, reiterating information, or facilitating understanding among learners with varying language proficiencies. For example, in the utterance *"Any questions? Any inquiries?"*, the speaker alternates between English and Indonesian to reinforce comprehension and ensure inclusivity.

Overall, these patterns of code-switching underscore the multilingual and interactive nature of classroom discourse. Both teachers and students employ code-switching as a deliberate pedagogical and communicative strategy to bridge language gaps, clarify complex ideas, and foster an inclusive learning environment. These findings align with existing literature on multilingual education, which emphasizes that code-switching is not indicative of linguistic deficiency but rather reflects a sophisticated and context-sensitive approach to communication in diverse educational settings.

2. Interview Result

The interview findings provide valuable insights into how code-switching occurs between lecturers and students in English class, as well as among students themselves. The responses from five students reveal the significance of multilingualism in their daily communication, the impact of code-switching on their learning experience, and the factors influencing their language choices.

Based on interview responses, we found that most English majors predominantly use Acehnese when communicating with their parents at home, while they prefer Bahasa Indonesia and English when interacting with friends. Some students also reported proficiency in additional languages such as Jamee and Arabic. Bahasa Indonesia has become a language chosen by students to communicate in daily interactions, because it is widely understood and offers comfort in various social settings.

On the other hand, students noted that lecturers' language choices significantly affect their comprehension during lessons. So, what the lecture wants to convey can be conveyed clearly to students, and it is really helpful against things that are difficult to understand for students. Code-switching among students occurs naturally, especially in conversations with peers who also study English. Then, it can be said that English itself is often used by students only among their friends and lecturers who study English.

Almost all of the samples use code-switching in their daily life, one student noted, *"I feel most comfortable using Bahasa Indonesia because it's widely understood and feels natural in most situations."* Additionally, another participant said, *"Acehnese is the easiest to be understood by people in my environment."* However, for their mother tongue they only use it to communicate with people at home and the rest they choose Bahasa Indonesia to communicate whether it is with friends or with a lecturer.

Code-switching often occurs unconsciously, particularly in academic discussions among peers. Students often choose Bahasa Indonesia for broader communication because it is widely understood.

All students identified themselves as multilingual, demonstrating varying levels of proficiency in Acehnese, Indonesian, English, and, in some instances, Jamee and Arabic. Among these, Indonesian and Acehnese emerged as the dominant languages used in daily interactions, whereas English is predominantly reserved for academic contexts. For instance, one student reported using Acehnese, Indonesian, and English on a daily basis, while another noted the inclusion of Jamee as part of their linguistic repertoire.

In the classroom, lecturers frequently switch between English and Indonesian when teaching, a strategy that students find beneficial for their learning. One student explained, *"Lecturers switch to Indonesian when explaining complex topics."* Another added, *"We understand better when lecturers switch languages."*

Students generally believe that code-switching enhances their understanding of English lessons.

Beyond the classroom, students adjust their language use depending on social contexts. With family and elders, Acehnese is predominantly spoken, reflecting cultural norms and respect. Acehnese is preferred at home and with elders, while with friends, a mix of Indonesian and Acehnese is common, with occasional English usage.

The frequency of code-switching varies among students. While some use it occasionally, others engage in it regularly, especially when conversing with peers from different linguistic backgrounds. Some students reported frequent switching due to their multicultural environment, while others said it happened less often.

When it comes to language preference, most students feel most comfortable using Indonesian, as it is the national language and widely understood. However, some prefer Acehnese, particularly in informal or familial settings, due to cultural familiarity and ease of expression. One student explained, *"Indonesian helps me communicate with everyone, but I still use Acehnese at home."*

The choice of language is influenced by familiarity, comfort, and audience. Many students opt for Indonesian because it ensures effective communication with a broader audience. Those who favor Acehnese emphasize its role as their mother tongue and its significance in local interactions. Meanwhile, English is chosen for academic and professional reasons, particularly when clarity and formality are required.

These findings demonstrate that code-switching plays a crucial role in English classrooms, enhancing students' comprehension and engagement. While Indonesian and

Acehnese remain dominant in daily communication, English is gradually being integrated, particularly in educational settings. Students' ability to switch between languages depending on context reflects linguistic flexibility and highlights the importance of multilingualism in academic and social life.

4.2 Discussion

The findings of this study provide nuanced insights into how code-switching operates in English classrooms within a multilingual context. While the data initially appear descriptive, a closer analysis reveals patterns that align with, challenge, and expand upon prior research.

The predominance of *tag switching*, observed among students who frequently inserted Bahasa Indonesia words or phrases into English discourse, reflects the low cognitive load and spontaneous nature of this type of switching. This aligns with Ruba, Prabhu, and Kala Samayan (2023), who suggest tag switching is often used to reinforce meaning or build rapport. However, the limited use of *inter-sentential switching* may indicate students' still-developing fluency or the institutional emphasis on maintaining English as the medium of instruction.

Critically, while students found code-switching beneficial for comprehension, this raises questions about the balance between language accessibility and immersion. However, this also invites a critical reflection on the long-term impact: does frequent switching support or hinder the development of English proficiency? This tension highlights the need for a more structured pedagogical framework for code-switching rather than relying on ad hoc choices by lecturers.

Language choice outside the classroom—particularly the use of Acehnese with family and Bahasa Indonesia with peers—also supports previous sociolinguistic findings (e.g., Holmes, 2013) that emphasize the role of audience, context, and identity in multilingual communication. While English is often reserved for formal or academic contexts, the findings suggest that it has not yet become a fully integrated communicative tool in students' everyday lives, pointing to the functional compartmentalization of languages in their repertoire.

These insights have broader implications for both pedagogy and language policy. From a pedagogical perspective, the findings support the use of code-switching as a scaffolding strategy, particularly in linguistically diverse classrooms. However, teacher training programs should incorporate evidence-based guidelines on when and how to use code-switching effectively to support learning outcomes without reducing students' exposure to the target language. From a policy perspective, the continued dominance of Bahasa Indonesia and Acehnese in informal domains underscores the need for multilingual education policies that recognize and support linguistic diversity rather than enforcing monolingual ideals.

The study also contributes to theoretical discussions around translanguaging, as students' fluid movement between languages—especially in peer interactions—reflects not a failure to adhere to strict language boundaries, but rather an adaptive strategy for meaning-making and identity negotiation. This lends support to García and Wei's (2013) view of multilingual speakers as resourceful navigators of their linguistic repertoires, challenging deficit-oriented views of code-switching as interference.

In sum, this study highlights the complex, context-dependent nature of code-switching in English classrooms. Rather than viewing it as a distraction from language learning, the findings reinforce the potential of code-switching as a pedagogical and communicative resource—provided it is used purposefully, with awareness of both its benefits and limitations.

5. Conclusions

This study highlights the significant role of code-switching in supporting bilingual students, particularly those learning English as a foreign language. Findings from classroom observations and student interviews show that code-switching—especially the use of Indonesian by lecturers—enhances students' understanding and boosts their confidence in academic interactions. Many students report feeling more comfortable when their lecturers incorporate familiar language into lessons, which helps them better engage with the material.

The educational implications of these findings suggest that intentional, context-appropriate use of code-switching in English-language classrooms can be a valuable pedagogical strategy. It can promote comprehension, reduce anxiety, and support students' academic success, especially in settings where learners navigate multiple languages in their daily lives.

However, the study is limited in scope, focusing only on a small group of English-major students in a specific academic context. Future research should explore code-switching practices across different disciplines, educational levels, and cultural settings. It would also be beneficial to examine how varying degrees of language proficiency influence students' perceptions and responses to code-switching in the classroom.

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