

**THE IMPACT OF CODE-SWITCHING
ON STUDENTS' LEARNING PROCESS AND PSYCHOLOGICAL REGULATION
IN BILINGUAL CLASSROOMS: A PERSPECTIVE FROM EDUCATIONAL
PSYCHOLOGY**

Moh. Maqbul Mawardi¹, Fida Ruhayah², Ghazi Mubarak³, Ach. Nurholis Majid⁴

¹²³⁴Universitas Al-Amien Preduan

¹²³⁴ maqbul.mohammad.m@gmail.com, ruhiyahfida@gmail.com, ghozimubarak@gmail.com,
anurcholis1@gmail.com,

Abstrak: Penelitian ini mengeksplorasi dampak praktik *code-switching* dalam proses belajar mengajar di sekolah bilingual. Latar belakang penelitian ini didasarkan pada fakta bahwa praktik *code-switching* tidak hanya berdampak pada aspek linguistik dan akademik, tetapi juga memiliki implikasi signifikan terhadap kondisi psikologis siswa, seperti membangun kedekatan emosional antara guru dan siswa melalui humor, pujian, dan ekspresi empati. Oleh karena itu, tujuan penelitian ini adalah untuk mengidentifikasi dampak *code-switching* terhadap proses belajar siswa dan regulasi psikologis dalam pembelajaran bahasa bilingual. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kepustakaan dengan pendekatan kualitatif deskriptif, merujuk pada berbagai sumber ilmiah seperti artikel jurnal, buku, dan laporan penelitian terkait. Hasil penelitian ini menunjukkan beberapa dampak *code-switching* dalam proses belajar mengajar. Pertama, *code-switching* membantu siswa memahami pelajaran dan kesuksesan belajar. Guru menggunakan *code-switching* ketika memberikan umpan balik, memeriksa pemahaman siswa, membuat kesimpulan, mengklarifikasi informasi, dan menjelaskan informasi spesifik. Kedua, *code-switching* digunakan untuk mengendalikan antusiasme dan perilaku siswa. Solidaritas dan hubungan yang erat antara guru dan siswa merupakan elemen yang tidak dapat diabaikan dalam sektor pendidikan. Menerapkan *code-switching* sebagai strategi komunikasi untuk menciptakan humor merupakan cara yang efektif untuk mendukung situasi pembelajaran.

Kata Kunci : *Code-Switching*, Proses Belajar, Regulasi Psikologi

Abstract: This study explores the impacts of code-switching practices in the teaching and learning process in bilingual schools. The background of this study is based on the fact that the use of code-switching practices not only impacts linguistic and academic aspects but also has significant implications for students' psychological conditions, such as building emotional closeness between teachers and students through humour, praise, and empathetic expressions. Therefore, the purpose of this study is to identify the impacts of code-switching on students' learning process and psychological regulation in bilingual language learning. The research method used in this study is a library research with a descriptive qualitative approach, referring to various scientific sources such as journal

articles, books, and relevant research reports. The results of this study show several impacts of code-switching in the teaching and learning process. First, code-switching helps the students comprehend the lessons and achieve great success. Teachers switch their language when they give feedback, check students' understanding, make conclusions, clarify information, and explain specific information. Second, code-switching is used to control the students' enthusiasm and behaviour. Solidarity and intimate relationships between teachers and students are the elements that cannot be neglected in the education sector. Applying code-switching as a communication strategy to create humour is an effective way to support learning situations.

Keywords : *Code-Switching*, Learning Process, Psychological Regulation

INTRODUCTION

Many schools in Indonesia implement English as medium instruction in its curriculum, and this program can be found both in public and private schools around Indonesia. In 2017, The International Baccalaureate reported that there are 31 primary schools, 17 in middle schools and 38 in the undergraduate degree adopted this program.¹ In around the world, Mitchele reported that there are almost 8000 studies in non-English speaking countries adopt this program in their classes. However, during the implementation process, both teachers and students often make use of code-switching in formal and informal communications. The use of Code-switching also occurs in many ASIAN countries, particularly Indonesia, Korea, China and Japan, which English is a foreign language for them.² The that code-switching (CS) is the application of two or more languages within a conversation, and this term of interchange within languages is broadly discussed in education sectors, especially in bilingual and multilingual schools.³

Gardner-Chloros (2009:13) as cited in Domalewska (2017), divided the CS into three patterns.⁴ First, intra-sentential code-switching in which CS takes place within the boundaries or inside of a sentence. When the switching occurs between or outside the sentences is called inter-sentential code-switching. Tag code-switching occurs when the bilingual speakers set a short idiom or expression from L1 at the end of their conversation. These types of switching are an act that naturally occurs among bilingual learners. Therefore, the decision to use monolingual communication in a multilingual classroom is the unnatural way.⁵ Therefore, allow the teacher and students to switch the language in the learning process is beneficial both in the social and pedagogical side.

Recent research in cognitive and educational psychology has found the significance of code-switching as a bilingual tool related to cognitive control for learning engagement in bilingual students. A

¹ Imam Khasbani, 'English as a Medium of Instruction in Indonesian Primary and Secondary Education: Theory and Reality', *Englisia Journal* 6, no. 2 (2019): 146, <https://doi.org/10.22373/ej.v6i2.4506>.

² N. Mitchele, 'Universities around the World Offer Tuition in English.', in *Www.Bbc.Co.Uk*, 2016.

³ Mujiono Mujiono et al., 'Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities', *International Journal of Linguistics* 5, no. 2 (2013): 46–65, <https://doi.org/10.5296/ijl.v5i2.3561>.

⁴ Dorota Domalewska, 'Discourse Analysis of Teacher Talk: Code Switching in Content and Language Integrated Learning (CLIL) Classrooms in Thailand', *Asian Journal of Education and E-Learning* 5, no. 2 (2017): 36–43, <https://doi.org/10.24203/ajeel.v5i2.3962>.

⁵ Andy Kirkpatrick, 'English as a Medium of Instruction in East and Southeast Asian Universities', *Multilingual Education*, 2014, 1 online resource (xi, 233 pages), <https://doi.org/10.1007/978-94-007-7972-3>.

study by Basak et al. showed that code-switching interacts with executive functions, including inhibitory control and attentional monitoring, two functions essential for self-regulated learning behavior.⁶ Furthermore, empirical evidence suggests that habitual code-switching fosters proactive monitoring and enhances conflict resolution skills; in particular, dense code-switching usage is associated with improved interference control and cognitive flexibility.⁷ These findings suggest that code-switching extends beyond a mere language strategy—it serves as a cognitive scaffold that enhances students' executive functioning, which is crucial for effective attention, emotional regulation, and adaptive learning behaviors in bilingual education settings.

Afterwards, this notion raises a question about "what are the impacts of code-switching on students' learning process and psychological regulation in bilingual language learning?". In this study, I will argue that there are three beneficial aspects of the application of CS in bilingual language learning. Ranging from helping the students get better understanding and achievement, to controlling the students' enthusiasm and behaviour, and using it as a conversation strategy to equalise students' identity. I restrict this study to only discuss the advantages of CS that will be elaborated in this essay. This study will be ended up with conclusions and the reflection of previous feedback on my poster presentation.

METHOD

This study used a literature review method with a qualitative descriptive approach.⁸ Research data were collected through searching journal articles, books, proceedings, and research reports that discussed code-switching practices and psychological regulation in bilingual learning, particularly those related to the perspectives of educational psychology and applied linguistics. The results were analysed using Krippendorff's content analysis method, which identified key themes such as the benefits of code-switching on academic understanding, emotional regulation in students, and social identity negotiation during the multilingual pedagogy process.⁹ Source triangulation strengthened the validity of the data by comparing results from various literature sources, resulting in comprehensive and credible conclusions.¹⁰

⁶ Basak Özkara et al., 'Code-Switching and Cognitive Control: A Review of Current Trends and Future Directions', *Frontiers in Language Sciences* 4 (February 2025): 1515283, <https://doi.org/10.3389/flang.2025.1515283>.

⁷ Julia Hofweber et al., 'How Different Code-Switching Types Modulate Bilinguals' Executive Functions: A Dual Control Mode Perspective', *Bilingualism: Language and Cognition* 23, no. 4 (2020): 909–25, Cambridge Core, <https://doi.org/10.1017/S1366728919000804>.

⁸ Mestika Zed, *Metode Penelitian Kepustakaan* (Buku Obor, 2014).

⁹ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (SAGE Publications, Inc., 2019), <https://doi.org/10.4135/9781071878781>.

¹⁰ Michael Quinn Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 4th ed (SAGE Publications, Inc., 2015).

RESULTS AND DISCUSSION

Code-switching helps the students get a better understanding and achievement

The use of English in the classroom context is still regarded as a challenging situation both for teachers and students. The problems that occur from the implementation of English as medium instruction caused unfavourable condition both for teachers and students. Such as, the students get low performance in their schools because they cannot cope with the materials in English.¹¹¹²¹³ Moreover, the teachers also inadequacy in English, and they feel hard to explain the subjects material by using the English language. Therefore, the teachers often switch their language to cope with this problem.¹⁴¹⁵ Switching the language provides some beneficial aspect both for the students and teachers in the teaching-learning process. Research that is conducted by Simasiku et al.¹⁶ revealed that CS helps the learners improve academic achievement and understand the subject material properly. In other words, the students can perform excellently in their examination if they understand their subject effectively.

In addition, Fachriyah reported that CS is practised to give the students feedback, to explain and clarify, to check students' understanding, and to make conclusions.¹⁷ Moreover, it is also found that CS is used to clarify information, to strengthen request or command and to explain specific information.¹⁸ Both researchers are stated that CS is intended to clarify the lesson. The purpose of clarifying is to reduce any ambiguous words or sentences and to protect the learners from an incomplete understanding. Social and History subjects, for instance, there are some specific information, expression or data that cannot transform into the English context. This is caused by the complexity of cross-cultural understanding and background knowledge. In preventing the students from ambiguity condition, emphasising and clarifying important information, CS is needed to be applied for them.

Furhtermore, Brown and Adamson stated that the CS strategy is necessary to promote students' intertextuality and multimodality skills over the languages. Multimodal is the blend of literacy modes such as the paperwork, photographs, textbooks, graphics, movies, webpages and banners to create meaning. Intertextuality is the process of data collection that generates a complete work of literature to influence

¹¹ Flora Debora Floris, 'Learning Subject Matter through English as the Medium of Instruction: Students' and Teachers' Perspectives', *Asian Englishes* 16, no. 1 (2014): 47–59, <https://doi.org/10.1080/13488678.2014.884879>.

¹² Flora Debora Floris, 'Learning Subject Matter through English as the Medium of Instruction: Students' and Teachers' Perspectives', *Asian Englishes* 16, no. 1 (2014): 47–59, <https://doi.org/10.1080/13488678.2014.884879>.

¹³ Ahmar Mahboob, 'English Medium Instruction in Higher Education in Asia-Pacific', *English Medium Instruction in Higher Education in Asia-Pacific* 21, no. March (2017): 37–52, <https://doi.org/10.1007/978-3-319-51976-0>.

¹⁴ M. Obaidul Hamid et al., 'Medium of Instruction in Asia: Context, Processes and Outcomes', *Current Issues in Language Planning* 14, no. 1 (2013): 1–15, <https://doi.org/10.1080/14664208.2013.792130>.

¹⁵ N. T. T. Vu and A. Burns, 'English as a Medium of Instruction for Vietnamese Tertiary Lecturers', *The Journal of Asia TEFL* 11, no. 3 (2014): 1–31.

¹⁶ Liswani Simasiku et al., 'Can Code Switching Enhance Learners' Academic Achievement?', *English Language Teaching* 8, no. 2 (2015): 70–77, <https://doi.org/10.5539/elt.v8n2p70>.

¹⁷ Eva Fachriyah, 'The Functions of Code Switching in English Language Learning Classes', *Study in English Language and Education* 2, no. 4 (2017): 148–56, <https://doi.org/10.5785/25-1-27>.

¹⁸ Mujiono et al., 'Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities'.

the reader. In the process of multimodality and intertextuality, switching two languages stimulates the students' prior knowledge and understanding of their culture and language background that encourages them to activate and blend with their new knowledge.¹⁹ In this process, the students can produce new insight and assumption to expand their knowledge. Kharkhurin & Wei also argued that the application of CS promotes students' creativity and demonstrate higher innovative capability. Clearly, CS is beneficial for teachers to promote students' capability in mastering the subjects and enhance their creativity.²⁰

On the other hand, other researchers believe that code-switching has many drawbacks. It is said that CS is a sign of linguistic deficiency and inadequacy.²¹ This activity may lead the students to the laziness to find suitable words of the target language. CS also limits the learners to achieve the skill in language learning, and it gives an impact for the learners in their proficiency and fluency.²² Obviously, switching the language is a sign of unreadiness to be a part of its language.

Nevertheless, although it is said that CS is the sign of inadequacy, there are some researchers argue that CS is positive from the perspective of pedagogical purpose. In the classroom context, a language is a tool that is used to deliver the lesson. The use of L2 in the teaching-learning process entirely may leave the students with some questions in their mind. Incompetence English students get a low understanding of the subject materials.²³ Therefore, to make the students master their lesson excellently, switching the language is possible to do. Moreover, it is said that language and pedagogical is interrelated. Focusing on students' performance is an important aspect that needs to be considered by the teachers.²⁴ Cahyani et al.²⁵ also stated that the pedagogical purpose is beyond the language itself. Since the use of CS is adopted to describe unfamiliar concepts, CS is not an issue to be implemented in the classroom. Hence, this necessity of academic accomplishments among students, it raises motivation among the teacher to only concentrate on student academic competence rather than the language.²⁶

To maintain students' enthusiastic and behaviour

In the previous discussion, teachers typically switched out English into a vernacular or first language to ensure the students understand the subjects clearly, and to bridge the information gap in the subjects. Some subjects contain specific information that needs further explanation that cannot be done

¹⁹ Howard Brown and John Adamson, 'Localizing EAP in Light of the Rise of English-Medium Instruction at Japanese Universities', *OnCue Journal* 6, no. 3 (2014): 5–20.

²⁰ Anatoliy V. Kharkhurin and Li Wei, 'The Role of Code-Switching in Bilingual Creativity', *International Journal of Bilingual Education and Bilingualism* 18, no. 2 (2015): 153–69, <https://doi.org/10.1080/13670050.2014.884211>.

²¹ Deborah K. Palmer, 'Code-Switching and Symbolic Power in a Second-Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry', *Bilingual Research Journal* 32, no. 1 (2009): 42–59, <https://doi.org/10.1080/15235880902965854>.

²² Abdulkhaleq Al-Qahtani, 'The Phenomenon of Code-Switching and Code-Mixing as Practiced among Faculty Members in a Saudi University', *Language Phenomena in Urban Society*, no. August 2014 (2014): 1–8, <https://doi.org/10.13140/RG.2.1.3143.1122>.

²³ Byun et al., 'English-Medium Teaching in Korean Higher Education: Policy Debates and Reality'.

²⁴ Vu and Burns, 'English as a Medium of Instruction for Vietnamese Tertiary Lecturers'.

²⁵ Hilda Cahyani et al., 'Teachers' Code-Switching in Bilingual Classrooms: Exploring Pedagogical and Sociocultural Functions', *International Journal of Bilingual Education and Bilingualism* 21, no. 4 (2018): 465–79, <https://doi.org/10.1080/13670050.2016.1189509>.

²⁶ Brown and Adamson, 'Localizing EAP in Light of the Rise of English-Medium Instruction at Japanese Universities'.

solely in English instruction. Therefore, CS is practised as useful and efficient way to promote the learners understanding during the teaching-learning process.

Besides promoting learners understanding, CS also used as a tool to maintenance students enthusiastic and behaviour, and it is used as a communication strategy to engage the learning process.²⁷ Mokgwathi & Webb reported that the class remained silent when their teachers only address the lesson in English. The main reason is the low of students' English proficiency in this school.²⁸ The students are not confident to speak, to answer, and to show their feeling in English. However, it is vice versa, when the teachers use both languages to present the lessons, the students actively respect and respond to the teacher presentation. This condition is the evidence of how CS switching also useful to regulate the class and engages students' behaviour.²⁹ to conclude, the implementing CS in the bilingual classroom give positive aspects to enhance students' participation behaviour.

In addition, people in Indonesia are born as multilingual language users. Predominantly in Indonesia, people use Bahasa Indonesia for educational and formal purpose, and vernacular languages are used for an informal occasion or daily communications. English as an international language is only used for education and other purposes, yet it is barely never used for naturalistic conversation outside the classroom. The bilingual school teachers do not eliminate the use of English language outside the classroom; they switch the language to help the learners improve their English and to build learners self-esteem. Fortunately, this activity not only develops the student English proficiency but also promote the solidarity and intimate relationships within the teachers and students before, during and after the lessons (Shay, 2015; Mujiono, 2013).^{30,31} This intimacy increases students' spirit to learn the English language.

Nevertheless, Mokgwathi & Webb argue that CS does not develop the learners' confidence in speaking English.³² It may be true as Mokgwathi & Webb claimed that CS does not increase students' courage in speaking English. However, allow the students to switch the language is better rather than just let them stay in silent. Besides, CS is used as humour that successfully generates supportive learning conditions and stimulates students' interaction, because humour can relieve boredom and tension.³³ Humour may not sound familiar for everyone because it belongs to a specific group of people. To understand the meaning, it needs specific experience and understanding—only people who belong to a

²⁷ Cahyani et al., 'Teachers' Code-Switching in Bilingual Classrooms: Exploring Pedagogical and Sociocultural Functions'.

²⁸ Tsaona Mokgwathi and Vic Webb, 'The Educational Effects of Code-Switching in the Classroom-Benefits and Setbacks: A Case of Selected Senior Secondary Schools in Botswana', *Language Matters* 44, no. 3 (2013): 108–25, <https://doi.org/10.1080/10228195.2013.839734>.

²⁹ David C. S. Li, 'Understanding Mixed Code and Classroom Code-Switching: Myths and Realities', *New Horizons in Education* 56, no. 3 (2008): 75–87.

³⁰ Orit Shay, 'To Switch or Not to Switch: Code-Switching in a Multilingual Country', *Procedia - Social and Behavioral Sciences* 209, no. July (2015): 462–69, <https://doi.org/10.1016/j.sbspro.2015.11.253>.

³¹ Mujiono et al., 'Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities'.

³² Mokgwathi and Webb, 'The Educational Effects of Code-Switching in the Classroom-Benefits and Setbacks: A Case of Selected Senior Secondary Schools in Botswana'.

³³ Mujiono et al., 'Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities'.

community that can understand the implied meaning of the humour. This kind of humour is also intended for interpersonal connections within the classroom member. The use of CS does not only occur in humour, but also in giving praise, reducing anxiety, and lightening the mood. All these activities positively enhance the learners' mental, emotion and psychology.

For example, in the boarding school which I teach, the students must speak Arabic and English language in their daily activity. Unfortunately, Arabic is more dominant than English as the language preference; the students are more fluent in speaking Arabic rather than English. This condition is caused by the number of subjects that use Arabic is higher than in English. To create intimacy within the class member, I frequently switch the language into the Arabic language to clarify the instruction, to "break the ice" before starting the class, and to state humour that I adopt from the students' idiom or expression. So, in this language learning environment, switching into other foreign languages that they learn at the time is better rather than use Bahasa Indonesia to communicate with them. Hence, this switching practice not only promotes student excitement to master other languages but also implements as a strategy to equalise students' identity.

Code-switching is used as a conversation strategy to equalize students' identity

The sense of humour may please the students both physic and mental, and the use of CS also makes the students show specific emotion in responding to different languages usage based on the students' culture background³⁴ and the use of CS is intended to maintain and equalize social identity, social life, and characteristics.³⁵ Equalise students' identity is aimed at enhancing teaching-learning and to counter bullying among learners in the school area. I worked in the boarding school which students came from around Indonesia, and several of them are international students. To equalize the students' identity, the boarding school only allows students to speak in two languages (English and Arabic). This program successfully mediates and unifies all students from a multilingual and multicultural background. The international students get the advantages of this program, most of them come from the middle east and African countries which Arabic and English are their first or second language. In brief, CS is useful to equalize students' identity, since it is practised as a general communications strategy to facilitate interactions when learning is taking place.³⁶

On the contrary, Al-Qahtani argues that CS is the sign of incomplete linguistic competence that leads to the laziness to find the right and suitable expression.³⁷ However, CS is not about the lack of language proficiency; it is about communicative ability to control the conversation, and switching the

³⁴ Alexia Panayiotou, 'Switching Codes, Switching Code: Bilinguals' Emotional Responses in English and Greek', *Journal of Multilingual and Multicultural Development* 25, nos 2–3 (2004): 124–39, <https://doi.org/10.1080/01434630408666525>.

³⁵ Penelope Gardner-Chloros, 'Sociolinguistic Factors in Code-Switching', *The Cambridge Handbook of Linguistic Code-Switching*, no. 1972 (2012): 97–113, <https://doi.org/10.1017/cbo9780511576331.007>.

³⁶ Fachriyah, 'The Functions of Code Switching in English Language Learning Classes'.

³⁷ Al-Qahtani, 'The Phenomenon of Code-Switching and Code-Mixing as Practiced among Faculty Members in a Saudi University'.

languages is also a natural way for the bilingual learners due to their cognitive learning process.³⁸ The bilingual adults who balance in both languages switch more frequently rather than non-balanced bilinguals.³⁹ In the first phase of learning a new language, Bosma and Bloom said that the children have dominant and non-dominant language usage. So, switching the language vocabularies from dominant L1 to non-dominant L2 is a natural way for the learners to do that.⁴⁰

With some previous theories, I tried to observe my new students' language learning progress at the time. Most of their first languages are Bahasa Indonesia, and vernacular languages are their second language. The boarding school gives students 6 months to develop the two languages (English and Arabic). They are trained and placed with other senior students who are fluent in those languages. These activities aim to let the new students adopt and imitate foreign languages effortlessly. In the first and second month, most students experience a silent period; they don't produce any single words both in Arabic and English. In the third and fourth month, they produce some words and sentences in those new languages, but their L1 is more dominant than their L2. In the fifth and sixth month, they can construct complete sentences and reduce the use of L1 when they communicate with other students, yet they still switch the languages frequently. Some grammatical and lexical errors also occur during the process, but it is not a big deal since they keep practising. The students forced themselves to speak English and Arabic in order to equalize with his new friend, to gain approval to join with them and to obey the school rules. Bosma and Bloom also said that bilingual children have cognitive control that is able to differentiate between L1 and L2. In other words, switching languages from dominant to non-dominant is the process of learning languages.⁴¹ For bilingual, switching the language is a way for them to fill the gap in their conversations and to maintain the flow of speech.

On the other hand, filling the gap by switching the language in the conversation will lead to misinterpretation or misunderstanding when the speakers fail to use the correct word as the native speaker. It may be true that misinterpretation often occurs when the bilingual try to produce a language.⁴² However, this error is acceptable since the interlocutors understand each other messages, and CS is also the usual way of communication since the norm of CS is relevant to their community.⁴³ CS also promotes

³⁸ Palmer, 'Code-Switching and Symbolic Power in a Second-Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry'.

³⁹ W. Quin Yow and Xiaoqian Li, 'Balanced Bilingualism and Early Age of Second Language Acquisition as the Underlying Mechanisms of a Bilingual Executive Control Advantage: Why Variations in Bilingual Experiences Matter', *Frontiers in Psychology* 6, no. FEB (2015): 1–12, <https://doi.org/10.3389/fpsyg.2015.00164>.

⁴⁰ Evelyn Bosma and Elma Blom, 'A Code-Switching Asymmetry in Bilingual Children: Code-Switching from Dutch to Frisian Requires More Cognitive Control than Code-Switching from Frisian to Dutch', *International Journal of Bilingualism* 23, no. 6 (2019): 1431–47, <https://doi.org/10.1177/1367006918798972>.

⁴¹ Bosma and Blom, 'A Code-Switching Asymmetry in Bilingual Children: Code-Switching from Dutch to Frisian Requires More Cognitive Control than Code-Switching from Frisian to Dutch'.

⁴² Al-Qahtani, 'The Phenomenon of Code-Switching and Code-Mixing as Practiced among Faculty Members in a Saudi University'.

⁴³ U. Dagmar Scheu, 'Cultural Constraints in Bilinguals' Codeswitching', *International Journal of Intercultural Relations* 24, no. 1 (2000): 131–50.

the development of vocabularies.⁴⁴ The example from the previous paragraph shows that the students push themselves to speak in English or Arabic entirely, although they always switch the languages quite often. However, this condition is acceptable since their friends understand what they said. After all, if the norms of code choice apply to the community, switching the language is not an issue to be practised, and this practice also promotes the Cross-Linguistic Transfer and cultural adaptation processes for the language learners.⁴⁵

CONCLUSION

The study has shown that CS has several impacts on the teaching and learning process. I classify the impacts into three categories that can be applied inside and outside the classroom. First, Code-switching assists the students to comprehend the lessons and get a great achievement. The teachers switching their language when they give feedback, check students understanding, make conclusions, clarify information and explain specific information. These activities promote students' intertextuality and multimodality skill over the languages, and also develop their creativity and innovative capability.

The second, CS is used to control the students' enthusiastic and behaviour. Solidarity and intimate relationships within the teachers and students are the elements that cannot be neglected in the education sector, applying CS as a communication strategy to create humour is an effective way to support learning situations. Many researchers recommended the use of CS in humour as a "breaking ice strategy" to encourage learner participation within the classroom activities. CS in humour also works as a conversation strategy outside of the classroom. The third, CS is used to fill the gap in the conversations when teaching-learning takes place. CS also equalise students' identity to minimising bullying among learners. To sum up, CS is a natural process for language learners. adopting new languages is not an easy matter, allowing bilingual teachers to switch the language is an effective way to help the learners reach their goals.

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⁴⁴ Mokgwathi and Webb, 'The Educational Effects of Code-Switching in the Classroom-Benefits and Setbacks: A Case of Selected Senior Secondary Schools in Botswana'.

⁴⁵ Anne Li Jiang and Lawrence Jun Zhang, 'ESP/EAP Through English-Medium Instruction: Teachers' Perceptions and Practices', *Innovation in Language Learning and Teaching*, no. September 2018 (2017), https://doi.org/10.1057/978-1-137-60092-9_8.

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