



EFL Students' Voice on the Implication of Teachers' Code Switching in the English Language Teaching Classroom

Muhammad Surya Rifqi

STAI Rasidiyah Khalidiyah (RAKHA) Amuntai

muhammadsuryarifqi@gmail.com

Abstract: This study investigates EFL students' perceptions of teachers' code-switching practices in English language teaching classrooms at Rasyidiyah Khalidiyah Islamic College (STAI Rakha) Amuntai. The research aims to explore how teachers' use of both English and the native language affects students' comprehension, participation, and overall language development. Employing a descriptive quantitative design, the study utilized an online questionnaire distributed to 52 English Department students from the 2nd, 4th, and 6th semesters. Findings reveal that the majority of students (59.6%) prefer teachers to "sometimes" switch between English and their native language, while 34.6% favor "frequent" switching, suggesting that most learners perceive code-switching as a supportive and facilitative strategy. Students reported that code-switching enhances their understanding of complex grammatical structures, vocabulary, and classroom instructions, while also creating a more relaxed and interactive learning atmosphere. However, some respondents noted that excessive reliance on code-switching could reduce opportunities for English exposure and hinder speaking fluency. The study concludes that strategic and moderate use of code-switching can serve as an effective pedagogical tool in EFL contexts. It supports communicative competence by promoting grammatical understanding, sociolinguistic awareness, and learner confidence. Teachers are encouraged to employ code-switching judiciously to balance comprehension support with the goal of maximizing students' engagement in the target language.

Keywords: EFL Students' Voice, Code Switching, English Language Teaching

A. Introduction

Indonesia's linguistic superdiversity and complex linguistic ecosystem contribute to the prevalence of multilingual connections across societies, further emphasizing the role of English in facilitating communication in this multicultural and multilingual country (Raja et al., 2022). Furthermore, the prevalence of various local languages and cultures in Indonesia adds to the complexity of learning English. Besides, the comfort and enjoyability of the classroom climate are necessarily required by the teachers to achieve the learning goals (Jon et al., 2021). The incongruent expectations between teachers and learners during the learning process have affected the results and attitudes of teaching and learning. Particularly in English Language Teaching (ELT), if English teachers do not comprehend communicative language teaching philosophies, the accurate sociolinguistic context, and the students' need for language acquisition, it can be a problem in implementing teaching practices. As a result, English as a Foreign Language (EFL) education has received great attention, especially in the context of multilingualism.

The native language plays a significant role in the process of learning a foreign language. Alrajafi illustrated some ways in which the native language impacts the learning process. When learning a foreign language, learners often rely on their native language as a reference point. They may transfer grammatical structures, vocabulary, and pronunciation patterns from their native language to the foreign language. Learners who have a strong command of

their native language may have a better understanding of grammar concepts, language structures, and vocabulary acquisition strategies. This awareness can facilitate the learning process and help learners make connections between their native language and the foreign language.(Alrajafi, 2021) Native language proficiency can influence learners' attitudes and motivation towards learning a foreign language. If learners perceive their native language as prestigious or superior, they may have a positive attitude towards learning a foreign language. On the other hand, if learners feel that their native language is sufficient for communication, they may lack motivation to invest time and effort in learning a foreign language.

Using two or more languages within an utterance is fairly common, especially between two of the most used languages in the country, which is the national language (Indonesian) and the international language (English). In the EFL classroom, this is frequently encountered but complicated phenomenon is called code-switching. Code-switching refers to the practice of alternating between two or more languages or dialects, which involves shifting between the target language (English) and the students' native language, within a conversation or discourse.(Abdulloh & Usman, 2021) Cinar added that code-switching is the ability to use two different language systems simultaneously, switching between them to facilitate conversation more fluently.(Çinar, 2024) Althobaiti and Alsaawi emphasized that code-switching is a sociolinguistic concept defined as using two languages together in a single context by switching between the two languages.(Althobaiti & Alsaawi, 2025) Additionally, Code switching occurs in both bilingual and multilingual settings, particularly in foreign language classrooms when students and teachers communicate in a language other than the target language.(Mekheimr, 2022) These definitions underscore that code-switching can occur either consciously or subconsciously in various contexts, particularly in classrooms. In EFL settings, language alternation often happens automatically, as both teachers and students draw upon their linguistic resources to facilitate communication.(Algethami, 2025)

A crucial aspect of language use within educational settings is the perception and understanding of code-switching by the students themselves. Students' views and attitudes can significantly influence their engagement with the material, their sense of belonging, and their overall language learning process. Previous research has proven that although many students agreed that using a single language could be advantageous, they tended to view CS as more desirable and found that it helped them feel at ease and comfortable, as well as avoiding communication breakdowns.(Althobaiti & Alsaawi, 2025) In addition, another study highlighted varying perceptions of CS use in EFL classrooms. Positive attitudes emphasize its facilitative role in foreign language acquisition and comprehension, particularly among lower-proficiency learners. However, negative perceptions, more common among higher-proficiency learners, reflect concern about its potential to hinder language development.(Algethami, 2025) Concerning students, it was also found that they code-switch mainly to maintain rapport and interpersonal relationships, to keep the line of communication without interruption, and to avoid any sort of conflict or misunderstanding. It is evident that code-switching serves non-linguistic functions and focuses on affective issues such as friendship, rapport, social relationships, and classroom communication. One implication of this is

that teachers should enhance students' English language skills in aspects related to solidarity, rapport, and interpersonal relationships by providing students with ample English terms and expressions that serve this function and directing students to use them regularly. (Hussein et al., 2020)

Many teachers apply communicative strategies and techniques in their classroom regarding enhancing communication and facilitating interaction in the language learning environment. Employing code switching as an instructional medium in the foreign language classroom has been a debatable issue. Some support the usage of the native language for fostering and fastening the language learning process, while others oppose giving place to the native language in the learning environment. (Çınar, 2024) It has been the center of long debate among linguists and researchers due to its impact on the process of language learning.

In terms of function, Fauzi suggested that frequent code-switching in the EFL classroom can make it difficult for students to receive understandable input in English. First language should be avoided as much as possible when communicating in an EFL classroom. The use of first language should not be overstated, because the more students have exposure to the target language, the better they will learn it. (Fauzi, 2023) In addition, code-switching can occasionally result in a loss of language identity or skill in one language. Code-switching may be related to negative stereotypes and feelings of inadequacy or inauthenticity. While code-switching provides flexibility, it can lead to increased reliance on the dominant language and a loss of fluency and cultural connection to one's original language. (Timurovna, 2023) Finally, it has been proposed by Mekheimr that limiting the use of the target language as a medium of teaching in ELT settings may result in conflicts and tensions in foreign language classrooms. (Mekheimr, 2022)

Despite the negative implications, language teachers should recognize that code-switching emerges from bilingual interaction and serves as a very useful tool for communicating lesson messages if used properly; at least they should have an understanding of the function of switching between mother tongue and foreign language and the underlying reasons. (Muthusamy et al., 2020) Prior research has indicated that code-switching can be an important factor in enhancing students' English proficiency, as it found that students have better attitudes, understandings, and motivations when code-switching is utilized as a resourceful strategy. (Abdulloh & Usman, 2021) The prevalence of code-switching in EFL settings is motivated by a variety of factors, including teachers' efforts to facilitate comprehension, manage classroom dynamics, and promote a supportive learning atmosphere. (Munawir, 2023) (Kumar et al., 2021) (Amiri & Saryazdi, 2024) (Hussein et al., 2020) Additionally, code-switching is commonly used by EFL learners and teachers to indicate how educated or smart they are because they are able to use English in their part of speech. (Masna, 2020) This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better instruction by either eliminating it or dominating its use during the foreign language instruction. In addition, the way code-switching is implemented can have a significant impact on students' perceptions of language and teachers.

Despite the widely spread use of code-switching and the growing number of studies on its impact, there is still an important need to understand this practice from the students' perspective. Students, as the primary recipients of classroom learning, have valuable insights into the implications of teachers' code-switching. Their perceptions and experiences can both explain the effectiveness of this pedagogical strategy and inform best practices in its implementation. English language teachers should consider the language preferences and attitudes of their students in class, encouraging the use of CS when appropriate, for example, in explaining concepts to their students so that they can participate actively in lessons.(Althobaiti & Alsaawi, 2025) Moreover, learners' voice and implementing learners' power in the classroom context can be pursued in EFL classroom code switching.(Amiri & Saryazdi, 2024) In particular, there is a critical need to understand how teachers' code-switching affects EFL students' learning experiences from their own perspectives. The essence of this problem lies in the lack of a comprehensive understanding of the implications of teacher code-switching from the students' perspective, especially within the framework of communicative competence.

Dell Hymes' theory of communicative competence emphasizes the importance of not only linguistic knowledge but also the ability to use language appropriately in a social context. Communicative competence is "a synthesis of an underlying system of knowledge and skill needed for communication," according to Canale and Swain.(Canale & Swain, 1980) Yule characterized communicative competence as 'the capacity to utilize the second language accurately, appropriately, and flexibly'.(Yule, 2020) The definition of communicative competence is the ability to use language correctly in various and suitable social circumstances to communicate effectively.(Hmaid & Jannat, 2021) On another occasion, communicative competence can be described as "competence to communicate," that is, having abilities that allow someone to interact in real-life settings to achieve communicative goals.(Ahmed, 2018) To this point, the extent to which teachers' code-switching can facilitate or hinder the development of this important communicative competence as perceived by the students has not been fully understood. The lack of student-centered insights hinders the development of effective pedagogical practices that utilize code-switching in ways that maximize student learning and communicative development.(Hymes, 1972)

Regarding the situations above, the researcher is interested in investigating EFL students' voices on the implication of teachers' code-switching. By knowing the implication, the teacher can better understand the students and consider the use of code-switching in their classroom. Then, the researcher conducted a study entitled "EFL Students' Voice on the Implication of Teachers' Code Switching in the English Language Teaching Classroom".

B. Methodology

This research applied descriptive quantitative research by relying on the survey to provide a valuable analytical study on the subject or relevant issue from a number of individuals. According to Creswell, survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.(Creswell &

Guetterman, 2018) Survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.(Cohen et al., 2018) In addition, survey allows researchers to gather information from a large sample of people relatively quickly and inexpensively.(Ary et al., 2014)

The population in this research were all active students of English Department at Rasyidiyah Khalidiyah Islamic College (STAI Rakha) Amuntai in the Academic Year of 2024/2025 The total population of this research was 52 which were divided into 3 classes including 2nd, 4th, and 6th semester students. In this study, the researcher used Simple Random Sampling to take the sample from the population. In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member being selected is not affected by the selection of other members of the population,(Cohen et al., 2018) which means that all English Education Department students have the same opportunity to be selected as a sample. Survey research typically selects and studies a sample of a population and generalizes the results from the sample to the population.(Creswell & Guetterman, 2018)

The research tool used in this study was an online questionnaire. The questionnaire comprised eight closed-ended questions. It started with a brief introduction about the topic with a simple explanation about the term of code switching followed by consent to ensure the confidentiality and anonymity of their responses. The questionnaire is placed on a website constructed by the researcher. Respondents are able to answer the questions and submit the questionnaire online.(Ary et al., 2014) In this study, the researcher distributed a questionnaire through Google Form (online) to respondents. The questionnaire was used to measure EFL students' voices on the implication of teachers' code-switching. There were all 52 students who filled out the questionnaire. It means that this research has 52 students as sample. The sampling process is carried out in several stages. First, the researcher distributes the link of questionnaires to each class. Second, the researcher gives 3 days for respondents to fill out the questionnaire. After 3 days, responses on Google Form will be closed by the researcher. Here the researcher does not limit the number of respondents so that the total number of respondents is chosen based on incoming responses. Of these students, there were all 52 students who participated or as a sample in this study.

This research data was analyzed use several steps. First, the researcher ranks respondents' data based on the questionnaire collected. Second, the data that has been received is entered into the research table. Third, in the research table, the researcher calculates the percentage of respondents. The use of scale classification in this research is to measure the agreement and disagreement of respondents to the object in the questionnaire. The statements in the questionnaire contained content that will be assessed. So, in this study, the result of the data is ordinal data. The numbers used are just sequences to make it easier for the researcher. So, the analysis is only in the form of frequencies (numbers) or proportions (percentages). From the results of this

percentage found from the results of a questionnaire regarding the perceptions of students.

C. Finding and Discussion

1. Finding

a. EFL Students' Perceptions of Teachers' Code-Switching

Based on the survey results, EFL students generally hold a positive perception of teachers' code-switching. The data suggests that students find code-switching to be a valuable strategy that facilitates a more efficient and effective learning process.

Selama pelajaran bahasa Inggris, manakah yang Anda sukai?

52 responses



Figure 1. Respondents' Perceptions on Teachers' Code-Switching

Based on the chart above, for the option of your lecturer only using English, the percentage who chose this option is very small at 3.8% or 2 respondents, which shows that very few respondents prefer if their lecturers only use English. Furthermore, for your lecturer to sometimes alternate between English and other languages was the most dominant option, chosen by 59.6% (31 students) of the respondents. This figure shows that the majority of respondents are comfortable and prefer teaching methods where lecturers occasionally switch between English and another language (most likely Indonesian) for specific purposes. Then the option of your lecturer frequently switching between English and another language was the next most common choice, with the percentage choosing this option being 34.6% (18 students). This is the second most common option, indicating that most respondents also favored an approach where lecturers frequently switch between English and other languages. Whereas the option of your lecturer not using English at all did not have any respondents choosing it. This indicates that none of the respondents wanted English lessons to be taught entirely in a language other than English.

The presentation of data related to student perceptions above is also supported by several excerpts of statements from students related to code switching:

"I prefer lecturers to explain using code-switching rather than using a single language." (Excerpt 1)

"I think it depends on the level of need; if the lesson is quite difficult, then code-switching is important." (Excerpt 2)

"Sometimes we as students don't understand what the lecturer says when speaking English so we have a little problem understanding or interpreting it, so this code-switching helps us a little to understand the context that is being taught." (Excerpt 3)

"Code switching is very useful because it can provide students with motivation and proficiency in understanding and using English." (Excerpt 4)

"My opinion about the code switching done by English lecturers is good because it makes it easier for students to communicate if the students don't really understand what the lecturer wants to convey when using English." (Excerpt 5)

"It is very good, especially with the fact that the comprehension of the students is lacking." (Excerpt 6)

"Actually, I love it when lecturers use full English learning, and I think it will have an impact on our fluency in English, but not all students can understand the lesson without using their mother tongue, so code-switching can be a way of doing English learning." (Excerpt 7)

b. The Impact of Teachers' Code-Switching on Student Development

The impact of teachers' code-switching on student development is perceived as a mix of both positive and negative effects, depending on the context and the specific language skill being developed.

Menurut Anda, apa dampak dari penggunaan alih kode (berpindah bahasa selain bahasa Inggris) yang dilakukan oleh dosen sebagai strategi komun... tanda centang pada semua jawaban yang sesuai)
52 responses

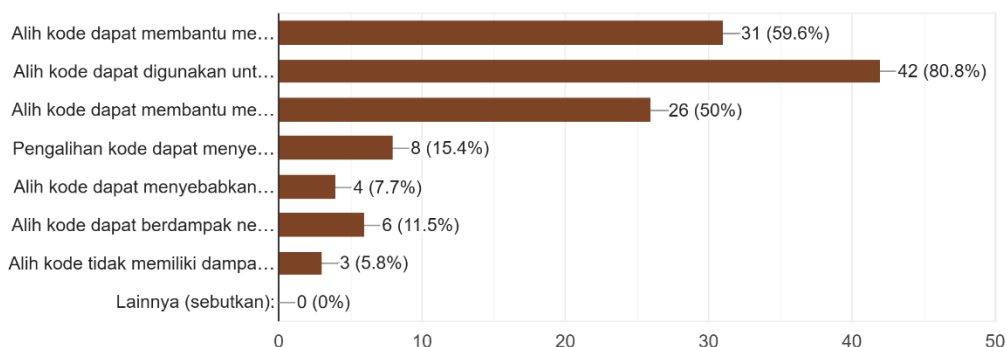


Figure 2. The Impact of Teachers' Code-Switching

On the positive side, students reported that code-switching significantly aids their development in areas related to grammar and sentence structure. One student explicitly stated that code-switching "helps students better understand the learning context, especially in the grammatical and sentence structure parts of the English language." This

suggests that using the students' native language for deconstructing complex linguistic rules provides a solid foundation for their grammatical competence. Some of the following excerpts from respondents also stated some of the positive impacts of code-switching:

“For me, who still has difficulty in understanding lecturers who speak in English, code-switching during teaching really helps me in understanding the lecturer's explanation.” (Excerpt 1)

“The good impact of code switching is that we can avoid the gap between the language skills of each student and lecturer.” (Excerpt 2)

“In my opinion, if code switching is not used, it will create misunderstanding and confusion in the learning process. So far the lecturers have practiced code switching, and the result is that we can easily understand without hindering the development of English language skills.” (Excerpt 3)

“Code-switching is very useful because it can provide students with motivation and proficiency in understanding and using English.” (Excerpt 4)

“When the lecturer does this code switching, it can indirectly increase the vocabulary of a student, or at least enable them to understand how to use a word in a dead-end language appropriately.” (Excerpt 5)

“The positive impact of this code switching that I personally feel is that it can provide confirmation of English learning material, which sometimes I am still a little confused about it, but after being emphasized in Indonesian, I understand.” (Excerpt 6)

“My lecturer sometimes code-switches from English to Indonesian to explain difficult concepts, which helps students feel more relaxed but is sometimes confusing for those who are not used to it. It can be a good tool if used wisely and sensitively to students' needs.” (Excerpt 7)

However, although many respondents stated the good impact of code-switching that they experienced, a notable concern emerged regarding the effect of code-switching on students' development. One response highlighted that while useful for grammar, code-switching "would be less efficient if applied to speaking, because it requires a direct method that demonstrates the correct pronunciation directly from the lecturer." This finding suggests that while code-switching can enhance comprehension, an over-reliance on it may hinder the development of conversational fluency and accurate pronunciation, which are better cultivated through a monolingual English approach or a direct method of instruction, this can also be seen in the following statements:

“If code-switching is too frequent, students will be too lazy to explore English and instead get stuck in their mother tongue. Students will rely more on their mother tongue than English.” (Excerpt 1)

“The negative impact of code-switching, in my opinion, is that students sometimes become too lazy to add new vocabulary to remember because they tend to ask more often in Indonesian.” (Excerpt 2)

“The adverse impact of code-switching that is too frequent can reduce the opportunity for students to be exposed to and familiar with English, thus slowing down their progress in mastering the language.” (Excerpt 3)

The research findings also identify several reasons where EFL students find teachers' code-switching to be particularly beneficial. The utility of code-switching appears to be highest in moments of cognitive difficulty or when clarity is paramount.

Menurut Anda, mengapa dosen Anda melakukan alih kode? (Beri tanda centang pada semua jawaban yang sesuai)

52 responses

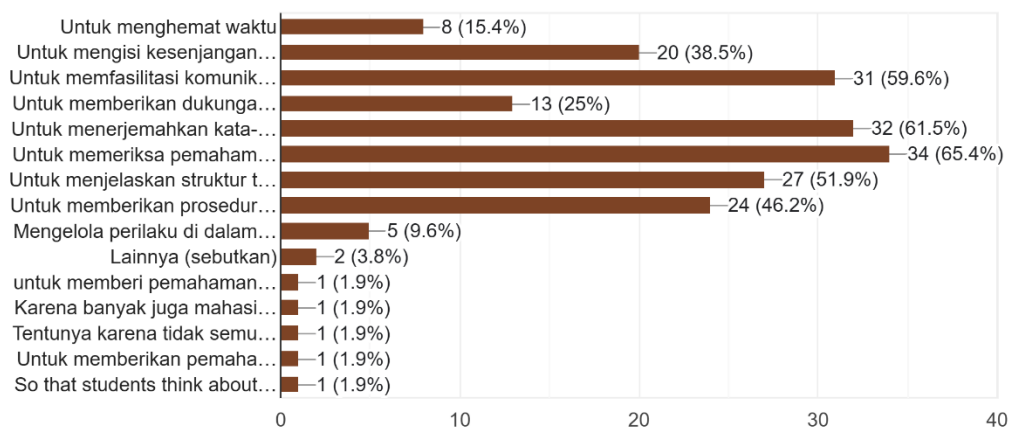


Figure 3. The Reasons Why Teachers' Code-Switching

The most frequently cited reasons include:

- 1) Explaining complex grammatical structures: Students found code-switching to be highly effective when lecturers were explaining specific or difficult grammar points, as it helped them to navigate intricate rules that might be confusing if taught only in English.
- 2) Translating new vocabulary: Code-switching is used by teachers to efficiently introduce new words, ensuring that students immediately understand their meaning and context without the need for lengthy, all-English explanations.
- 3) Giving procedures and directions: Students felt that code-switching was crucial for avoiding misunderstandings during task instructions. One example provided was a situation where a lecturer gave a difficult task in English, and the students

requested an Indonesian re-explanation to ensure they completed the assignment correctly.

This shows that students value code-switching not as a constant presence in the classroom, but as a strategic tool employed by teachers during critical moments to ensure clarity and support student learning.

2. Discussion

The study's findings on student perceptions directly address the first research question: How do EFL students perceive of teachers' code-switching on their understanding of English language content? The results of this survey provide important insights into the preferences of learners regarding the teaching of English. The majority of respondents (59.6% + 34.6% = 94.2%) explicitly expressed their preference for the use of teaching methods where lecturers use a combination of English and other languages. The most preferred option was "sometimes alternate" (59.6%), rather than "often alternate" (34.6%). This can be interpreted as students' desire for balance. They want a learning environment dominated by English, but with the flexibility to switch to another language (e.g. Indonesian) when a concept is difficult to explain, to provide clarification, or to ensure understanding. Too frequent use of other languages ("frequent switching") may be perceived as reducing the intensity or opportunity for English language practice.

The overwhelmingly positive perception of teachers' code-switching for comprehension is consistent with a current study result by Althobaiti and Alsaawi indicated that students prefer using Arabic and English in the classroom to using one language as the theme of instruction. Though many students appreciated the value of monolingual teaching in strengthening their English language competencies, it should be noted that they also perceived CS as a way of improving their understanding of English subjects.(Althobaiti & Alsaawi, 2025) Students also hold a positive perception of teachers' code-switching as a valuable pedagogical tool. It supports language learning and facilitates better communication among bilingual students.(Abdulloh & Usman, 2021) Another study provided clear evidence of the effectiveness of CS, demonstrating that alternating between students' first language and the foreign language can be beneficial in specific situations and for particular purposes. This emphasizes CS's role in enhancing students' comprehension and reducing anxiety.(Algethami, 2025) It was also emphasized by a questionnaire data that demonstrated and confirmed the findings that incorporating English as a code-switching strategy is overall a powerful pedagogical tool in classrooms. However, the comparison of the perceptions of learners across different proficiency levels using the Mann-Whitney test suggests that learners with lower proficiency levels tend to favor teacher code-switching more than the higher-level learners.(Hu et al., 2022b) Additionally, the fact that almost no respondents chose "use only English" and none chose "use no English at all" suggests that both are not favored or may not be effective. This strengthens the argument that the most preferred approach is a flexible and adaptive one, which combines the use of English as the target language with other languages as aids. Overall, this data concludes that learners value

pragmatic teaching. They want to learn and practice English, but they also appreciate lecturers who understand that occasional use of other languages can facilitate learning, reduce frustration, and ensure that the subject matter is truly understood.

The second research question, how does teacher code-switching affect EFL students' development? is addressed by a dichotomy found in the data. The findings of this research, which indicate that teacher code-switching serves as a crucial scaffold for student comprehension by allowing them to focus on material rather than difficult vocabulary, are directly supported by previous studies demonstrating that code-switching and code-mixing help students understand difficult concepts and increase their overall understanding level. This is supported by research concerning the students' attitudes toward codeswitching in the function area of subject access. The analysis of open-ended responses revealed a high occurrence of the opinion that the usage of English could clearly "explain difficult concepts" or help the students "understand more." (Hu et al., 2022a) Another important function of code-mixing, which has been highlighted by another research work, also revealed that code switching increased the understanding level of the learners in the class. (Ali et al., 2020)

Furthermore, the data points to code-switching's role in creating a more relaxed, interactive, and fun learning environment, which relates directly to a study's result from respondents who have a positive perception about code-switching said that code-switching has enabled them to improve their confidence in practicing and learning English. (Abdulloh & Usman, 2021) In addition, code switching is a useful strategy to create a more motivated English language classroom. (Amiri & Saryazdi, 2024) The teachers often do code alteration deliberately for ease of expression and to make their students stress-free. (Tabassum et al., 2020)

Code switching also provided temporary linguistic support that enables learners to bridge the gap between their current competence and the lecturers' as well as the new English content. Muthusamy et al. argued that code-switching is a useful component in language learning classes, one of which functions as a tool to bridge the gap between students and teachers if used correctly in discourse. (Muthusamy et al., 2020) They use code switching because of a particular situation in the learning process. Sometimes they use code-switching because of some students do not understand the certain language. (Munawir, 2023) In topic switch cases, the teacher changes his/her language which is suitable to the topic. This occurs commonly in the teaching of grammar. In these cases, the students' attention is focused to the language input by utilizing code switching. It is suggested that the mother tongue bridges the learning of the target language. (Muico et al., 2021)

On the other hand, there is the concern that code-switching is less efficient since it can cause over-reliance on code-switching during teaching and learning activities, which could become a linguistic crutch, hindering students from developing the conversational skills necessary for real-world communication. This perspective is nuanced by later research from scholars like Fauzi, who argue that teachers must be able to control the use

of code-switching in the classroom. The more the mother tongue is used the worse the success of learning English.(Fauzi, 2023) In addition, code switching, while providing flexibility, can contribute to the more dependent on the dominant language(Timurovna, 2023) and on a larger level, code-switching can lead to the birth of unhealthy languages which at the later ages pose a threat to the dominant languages.(Kumar et al., 2021) Another study found that most students believed that using Arabic in the English classroom was inappropriate and that students should use English in class because speaking Arabic could limit their exposure to the target language and impede the development of fluency in English.(Althobaiti & Alsaawi, 2025) Its parameter simply relies on how EFL learners minimize themselves to use the mother tongue in the English contexts. Therefore, the success of English learning is dependable on the reliance of English use within the classroom interactions without being interfered by native language words.

To further understand the findings, it is useful to analyze them through the framework of Dell Hymes' theory of communicative competence. Hymes expanded the notion of linguistic competence to include not only grammatical knowledge but also the ability to use language appropriately in social contexts.(Hymes, 1972) The study's results demonstrate how teachers' code-switching influences the four key components of Hymes' framework:

1. **Grammatical Competence:** The positive impact of code-switching on understanding "grammatical and sentence structure parts" directly supports the development of this component. The native language serves as a tool for explicit instruction, allowing students to grasp complex rules more effectively than if they were taught solely in the target language.
2. **Sociolinguistic Competence:** The finding that code-switching creates a "more relaxed" and "interactive" environment highlights its role in fostering sociolinguistic competence—the ability to use language appropriately in different social situations. By using a shared language to build rapport and lower anxiety, teachers are modeling a culturally and socially aware use of language, which is crucial for real-world communication.

Discourse and Strategic Competence: The utility of code-switching for translating vocabulary and giving directions speaks directly to its role in fostering discourse and strategic competence. It helps students understand the overall message of an instruction (discourse) and provides a strategic tool for overcoming communication breakdowns. Students implicitly learn that it is acceptable to use all available linguistic resources to ensure effective communication, a skill that is vital for navigating the uncertainties of second language use outside the classroom.

D. Conclusion

In a study of 52 active English students at Rasyidiyah Khalidiyah Islamic College in Amuntai, researchers investigated students' perceptions of teachers' use of code-switching in the classroom. The research used a quantitative descriptive approach with an online questionnaire as the primary data collection tool. The findings indicate that most students hold a

positive view of code-switching, with 59.6% preferring that their teachers "sometimes" switch languages and 34.6% preferring that they "frequently" do so. No students surveyed wanted English to be taught entirely without English, but a minimal number (3.8%) preferred a strictly English-only approach. This overwhelmingly positive perception suggests that students believe code-switching is a valuable tool for effective and efficient learning.

The research findings present a nuanced view of how code-switching impacts student development, highlighting both benefits and drawbacks. On the positive side, students reported that code-switching is a crucial scaffold for understanding difficult grammatical structures and new vocabulary. It helps clarify complex concepts, provides a solid foundation for grammatical competence, and reduces anxiety in the classroom, which encourages students to participate more. The study also found that code-switching is seen as particularly useful for giving instructions and directions for tasks to prevent misunderstanding. On the other hand, some students expressed concern that an over-reliance on code-switching could lead to laziness and hinder the development of conversational fluency and pronunciation.

The study's conclusions align with Dell Hymes' theory of communicative competence, which emphasizes that language mastery extends beyond grammar to include the ability to use language appropriately in social contexts. Teachers' use of code-switching was found to support several aspects of this theory, including grammatical competence by clarifying complex rules, sociolinguistic competence by creating a relaxed and interactive environment, and strategic competence by helping students overcome communication breakdowns. Ultimately, the research concluded that students value a balanced teaching approach that uses English as the primary target language but flexibly incorporates code-switching as a strategic tool to ensure comprehension and support overall language development.

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