

EXPLORING PRE-SERVICE TEACHER'S CODE-SWITCHING PRACTICE IN EFL CLASSROOM: A CASE STUDY IN LEARNING WRITING

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Abstract

In the EFL class, the use of code switching plays an important role in delivering teacher's utterances to easily understand by linking English and Indonesian. This article explores the use and functions of code switching practice towards pre-service teacher's utterances in EFL classroom. The research focused on functions and pre-service teacher perception of code switching in EFL classroom. Using data from pre-service English teacher's verbatim in one-on-one interview recording and classroom observation, this study uncovered how EFL pre-service teacher used code switching with several situations. The results exposed that switching topic, affective, and repetitive functions do exist in learning writing in language practice. The research also identified three major purposes is applied in learning writing; questioning and asking, explaining and giving instructions, and translating functions.

Keywords: Code-Switching; Pre-Service Teacher; EFL Classroom

INTRODUCTION

In multilingual and bilingual communities, the phenomenon of transforming from a first language to a second language often occurs. In those communities, the phenomenon of transforming from a first language to a second language often occurs in EFL classrooms. Nowadays, code-switching becomes a part of teaching English. Code-switching is the essential issue in bilingual society. Murtiningsih et al., (2022) found teachers' utterances that utilized two languages or switched the code offer advantages in EFL classrooms. Code-switching is a crucial role used in EFL classrooms to simplify the process for students to grasp what teachers are saying by connecting English and Indonesian. As an illustration, teachers and students commonly switch between English and Indonesian or the student's first language during an English lesson in a school. It is assumed that in order to convey and comprehend the communication demands, teachers and students will communicate and switch between their native tongue and English. Changing from one code to another is a code-switching phenomenon that arises in the middle of a culturally diverse community. Code-switching happens when two languages do exist at the same time. It is in line with Bhatti et al. (2016) point out that speakers commonly switch from one language to another in multilingual communities due to communication demands. Building students' interaction and exposure actively requires the use of the target language in learning language in EFL classroom. It becomes a challenge for students as they must speak two languages in learning English.

The use of code-switching is necessary to encourage students' understanding of learning English. Teaching English to EFL students who have low proficiency in English skills is quite challenging because it creates different phenomena and communication gaps than the usual subject in the class. Due to its complexity and origin, English is regarded as a different tongue (Setyawan, 2019 as cited in Siboro & Agung, 2022). If the teacher speaks entirely English in

class, many students will struggle to comprehend it as passive English speaking, so it is still prevalent in EFL classrooms. Therefore, pre-service EFL teachers always bear to use two languages when teaching English in class. The use of two languages to help students speak in conveying meaning can be addressed by code-switching. Temesgen & Hailu (2022) stated that code-switching should be mainly utilized for academic purposes, particularly to teach complex vocabulary and grammar. According to Cahyani et al. (2016), teachers frequently switch between English and Indonesian to establish that students comprehend their explanations and that they can bridge the knowledge gap comprehensively and effectively. Switching the code is used because students do not have sufficient knowledge to comprehend English, especially in schools where students' demographic speaks English as a second language, prospective teachers will undoubtedly have difficulty communicating their subject when speaking in full sentences. Consequently, pre-service English teachers must use code-switching to anticipate the learners' low-level English skills when teaching in an EFL classroom.

It is also indicated from the result of a previous study by Ramasari & Kumalasari (2018) stating that the factors might cause the teacher to conduct code-switching to students because there was a lack of knowledge, habit, and context. Besides, Indonesian, being spoken by the majority of Indonesian, is the primary language of the country. In teaching and learning English, teachers cannot come out using only English because not all students can understand fast and Indonesia is a country that still uses English as a foreign language. Shartiely (2016) postulated that code-switching is done intentionally by a teacher because of the limitations of students and the situation when understanding unfamiliar language in teaching. In Indonesia, which still considers English as a Foreign Language, using code-switching is very crucial to support the teaching and learning process particularly. Moore (2002) argues that Strategies for teaching concepts across linguistic and cultural borders may be realized by code-switching.

Regarding the use of code-switching, this study concerns on exploring code-switching in the process of learning writing, specifically concerned with an EFL pre-service teacher practicing code-switching in an EFL classroom. Although there are similar uses for using code-switching in pre-service teachers (Flores & Balmeo, 2021), code-switching practice experienced by pre-service English teacher in learning writing context had not become commonly analyzed in EFL classrooms. Relatively few studies were published code-switching in the classroom in Arabic and Vietnamese contexts (Adriosh & Razi, 2019; Grant & Nguyen, 2017). While there have been several investigations that analyzed code-switching (Marsa et al., 2021), very little is known about the use of code-switching practice by pre-service teacher's experience which focused on students' lower level in the secondary level.

However, this research focuses on how a pre-service teacher experience practices code-switching in terms of its reasons and the extent to which code-switching assists in EFL classrooms. Based on the explained background, it is clearly understood that a few research concern code-switching practice in pre-service English teachers. Therefore, this study will concern the experience of a pre-service English teacher practicing code-switching when teaching students English lower level in secondary-level classrooms. This present study aims to explore code switching used by a pre-service English teacher in EFL classrooms.

The term code-switching reflects the process of combining two languages to express meaning that is easier for both speakers to understand. It is known as shifting from one code to another either consciously or subconsciously. Code-switching has been used on several functional communicational aspects in a multilingual society. People who speak more than one language to communicate in a particular community or society tend to use certain codes. The use of the language can be adapted to the purpose and domain when the language will be used. It depends on who is speaking and to whom the language is being listened. Also, code-switching is not

similar to borrowing. Code-Switching has been considered to enable all spoken languages and preferred forms of communication.

Based on Poplack's theory, code-switching is categorized into three types. Intersentential code-switching points out a code-switching type in which switching occurs between two languages in one discourse, the transition happened after the first language sentence is finished and another clause begins with the target language or in a whole a sentence (Appel & Muysken, 1987 as cited in Bhatti et al., 2018). Poplack (1980) also stated that inter-sentential switching (inserting two languages in different clauses or sentence boundaries in whole sentences), intra-sentential switching (inserting two codes in a clause or a lexical context), and tag-switching (the insertion of a tag phrase of the utterances from one code into another), are three code-switching types in general. According to the vast majority of research, there are three different sorts of code-switching, and all teachers frequently use one of these types, even if it's in a different circumstance (Poplack, 1980; Bhatti et al., 2018). These three types of code-switching have a great influence when teaching in the EFL classroom. Code-switching is mostly applied in utterances. CS mainly happens in the same verbal direction or even inside the same conversational phrases (Murtiningsih, Munawaroh, & Hidayatulloh, 2022).

A pre-service teacher applies code-switching both in writing and speaking. It greatly improves students' understanding of the course (Siboro & Agung, 2022). When teachers interact with students, the teacher switches the language in many ways such as in phrases or clauses. Code-switching is inextricably linked to language and communication because every action in the classroom revolves around language (Mauliddiyah, Munir, & Mustofa, 2020). Code-switching occurs in EFL classrooms because teachers and students have to express their meanings and feeling to each other. For communication and expression, they need language to bridge meaning in the class which has English as a foreign language. A code switch can help fill the gap between discourses, add to the enrichment of new ideas, and become an active participant in learning process (Moore, 2002). It happens intentionally in the classroom to maximize the learning process because students cannot speak English fluently due to their habit of using L1. According to the findings of Azlan & Narasuman (2013), teachers strongly perceive about code-switching as an advantage because the materials are easily understandable and the classroom atmosphere becomes more involved for the majority of students in the EFL classroom. Furthermore, similar to the research regarding that the use of code-switching by pre-service English teachers is helpful in the English classroom interaction stated by Huda et al. (2020), the findings revealed that code-switching makes it easier for their students to grasp what they are studying and has a positive impact in EFL class.

By comparing and contrasting source and target language while teaching different aspects of L1 and L2, code-switching can be utilized as a tool or a resource to assist EFL pre-service teachers in teaching (Nhi & Nhung, 2020). At school, students have different social backgrounds and it creates a different language for communication purposes. In the field of education in Indonesia which considers English as a foreign language, the students speak more than one language in personal or social groups to communicate. Switching the code from a second language to a first language is still used in situations when English is considered the main language of teaching and the teacher does it intentionally (Bhatti et al., 2018).

Code-switching is used as Indonesian students speak Indonesian more than English and English is not a native language but is a second language. Code-switching was practiced in demonstrating and illustrating learning materials, assisting students' understanding, engaging participation, and managing the class to interact with students (Uys & van Dulm, 2011). It is in line with a previous study that analyzed the purpose of code-switching. The reasons for code-switching used in classroom interaction are clarifying, reiterating or repetition, explaining, asking questions, translating, examining students' ability, drawing inferences defining a

language element, vocabulary development, discussing a topic, providing feedback, aiding memorization, managing class, general communications and entertainment (Fachriyah, 2017). Therefore, the use of code-switching practice implies some functions. Burenhult & Mattsson (1999) characterized the language classroom functions as (a) topic switch, (b) affective functions, and (c) repetitive functions. In this study, the categorization will serve as the foundation for addressing the research topic of practicing code-switching in learning writing. The concise explanation of the functions of code-switching given by Burenhult & Mattsson (1999) is provided in the section below:

The teacher's language may change depending on the subject being discussed, which is a case of topic switching. When teaching specific grammar issues at that particular time, it is frequently noticed that the teacher switches to using students' native tongue. In these situations, code switching is used to focus the attention of students on the new information as they communicate in their native tongue. Cole (1998) as cited in Bensen & Çavuşoğlu (2013) argued that teachers can use their students' prior first-language learning to help them understand the new language easier. Teachers employ code-switching to communicate their feelings in such situations. In this particular case, code-switching is used to foster a sense of community and connection among the students. This kind of switch helps teachers in language learning classrooms develop a positive learning atmosphere for their students. Code-switching is a repeating function utilized by teachers to clearly communicate to students the necessary knowledge. For instance, the teacher switches the code from the target language to the mother language to explain the meaning of the instructions. In this instance, she or he emphasizes the significance of the content in the foreign language for effective comprehension. However, a tendency to repeat teaching in the student's mother tongue may result in some undesirable student actions.

METHOD

This case study was utilized to explore and analyze the use of code-switching by pre-service teachers in EFL classes at a secondary level seventh grade. A female pre-service English teacher was the participant of this research who had experience in teaching at one of Junior High School in Karawang city. This research investigated the utterances which depends on the teaching practice in applying code switching to the students. The participant was selected purposefully for the following criteria; an English pre-service teacher who had teaching experiences in microteaching activity and had experience in teaching using code-switching in a secondary-level context. A pre-service teacher was observed in their language classrooms for approximately eighty minutes while teaching in regard to their use of code-switching after the procedures of the study were described to the class. It was also recorded how EFL pre-service interacted with the students and used their natural language during these eighty minutes. This particular design was utilized to record the code-switching activities of pre-service teacher and analyze the actions subsequently. The researcher later transcribed some of the spoken data from the classroom exchanges for additional analysis. The pre-service teacher was individually questioned about the use of code-switching in after of these observations and recordings to find out deeper about the functions and EFL pre-service teacher perception of CS in the EFL classroom. After the interviews had been recorded, the key themes from the transcripts were coded to answer research questions.

RESULTS AND DISCUSSION

Results

The result of this research consists of the data obtained through observation and interviews. In order to address the research questions, both interviews and observations were conducted. The results outline how pre-service teachers practice code-switching and how teachers perceive about its use in EFL classrooms.

Code-Switching Practice in EFL Classroom

The observation analysis shows that the pre-service English teacher practice code-switching in learning writing. The data from observation will be categorized into 4 extract.

Extract 1

This extract was taken from the beginning of activity in English classroom, when the pre-service teacher commenced the class to 7th grade in a junior school in Karawang. The topic was "Descriptive Text". The activities covered teacher's greeting and affirmation to students, and asking triggerred question related to Descriptive Text. The English translation is given in parentheses after each italicized Indonesian phrase. T is for pre-service teacher and S for students (all used pseudonyms).

T: Hello Everyone. Good morning

S: Good Morning, Miss.

T: How are you, students? *Apa kabar semuanya?*

S: I am good, Miss.

T: Have you guys had breakfast? *Udah sarapan apa belum?*

S: *Sudah*, Miss.

T: Good *semuanya*. Dont forget to have breakfast *supaya kalian bisa belajar dengan fokus*. (Good, students. Do not forget to have breakfast so you all can focus in learning)

Extract 1 shows code-switching occurence by EFL pre-service teacher in pre-activity in the classroom (Expressions in italics). From the analysis of pre-activity, the last line of conversation can be categorized into affective functions. Affective function is one of the functions of CS that studied by Burenhult-Mattsson (1999). To express their feelings, teachers alternate between different codes. It is believed that the affective function helps students become motivated and interested in studying English.

Extract 2

This extract was taken when the English pre-service teacher explained the materials and had questioned with the students in learning writing regarding descriptive text.

T: [teacher explained the materials about descriptive text] okay students. Today, we will learn about descriptive text. *Apa itu descriptive text?* (what is descriptive text?)

S: text that describes about something miss.

T: something *itu bisa apa saja yang dideskripsikan?* (what we can describe?) does anyone know, *ada yang tahu?*

S: animals, thing, dan people, miss.

T: good job! *Betul sekali.*(Correct)

Extract 2 shows that pre-service teacher often switched the code both English and Indonesian. From the analysis, the function that existed is repetitive functions. Repetitive function is the function of code-switching when the teacher code-switches from the target language to the student's native tongue to clarify the instructions. It stated that pre-service teacher's tried to get students' participation through asking a question. However, students did not get the meaning if

pre-service teacher spoke English. So, explaining the meaning about English question in Indoneisan is highly accepted in learning writing.

Extract 3

This extract was taken from a student writing practice descriptive task. It happened when the students were asked for writing a descriptive text in a group and presented their written work in front of the class individually.

T: please, make a group of 5. *Buat kelompok 5 orang ya. Kemudian, you will practice to write a descriptive text about people. What is people in Indonesian? People artinya?*

S: *orang*, miss.

T: correct! *Silahkan bisa buat about your mother, father, or siapapun.*

[After students finished their work]

T: have you finished?

S: *sudah* miss.

T: who wants to be the first reader? *siapa yang mau presentasi pertama?*

[One student presented her descriptive text]

T: give applause, *tepuk tangan*. Good, you have to describe more detail and pay attention to the grammar or to be, yes. *Kamu harus lebih menjelaskan secara detail ya tentang ayah kamu, seperti age atau umur, hobby atau bisa yang lainnya dan perhatikan to be yang sudah miss ajarkan ya.*

S: *siap* miss, thank you.

Extract 3 shows that code-switching can create a deeper understanding for students. It revealed in learning writing when students understand about their mistakes in written work. From the analysis, the functions that existed are repetitive functions and topic switching. The repetitive function has been mentioned in extract 2 whereas topic switching is used to transfer new material and meaning and enable clarity, a link from the familiar (native language) to the unfamiliar (new foreign language content) be formed and vice versa.

Extract 4

This extract was taken from the student's work. The students wrote the text with their own capability first. Then, the pre-service teacher assisted them to finish their descriptive text. The students' descriptive text will be presented in italics.

My father is petani. He is a good man. He always drink coffee in the morning.

He love children very much.

T: can I see your text, *sudah sampai mana?*

S: *ini* miss, *saya tidak tahu* vocabulary in English.

T: it's okay, *ini sudah bagus*. Great job! *Petani* in English itu farmer. *Lalu, pada kata kerja atau verb*, karena subjectnya he. You should add *-es*. Do you understand?

S: I understand miss.

T: okay, revise it! *Perbaiki ya.*

Extract 4 shows that code-switching practice by student in learning descriptive text. It highlighted about student's descriptive text that has error in grammatical. From the analysis, the pre-service teacher explain in which the student did the mistake in writing. The written text result indicated several grammatical error when students wrote the text. In this case, pre-service teacher gave a feedback to student to revise the text. It is important for pre-service teacher to

let students know what they have written correctly and incorrectly. Yet, it should be in Indonesian to bridge students' understanding in catching the meaning.

Functions of Code-Switching in Learning Writing in EFL Classroom

The researcher interviewed the participants about the pre-service teacher perception of codeswitching functions in EFL classroom. From the analysis above, it can be concluded that functions that has been found in data extracts of the code-switching used have following purposes:

1. Questioning and Asking

It occurs when teacher asks a question to students in order to create interaction and to find out about students' comprehension towards the material. It is required to get the interaction from the students to build good environment in the classroom. It is in line with participant's perception:

"In asking a question situation, I used questions that are inserted with the emphasis phrase, and always added code switching in it so they understood and answered questions."

Based on data interview, it shows that pre-service teacher always use code-switching for instance phrases in Indonesia when asking or giving questions to students. It intends to create students' participation so that they can engage actively if pre-service English teacher uses Indonesian.

2. Explaining and Giving Instruction

It happens when pre-service teacher deliver the materials about what the students will study. Besides, the pre-service can give the instructions to ensure that students catch what pre-service teacher said.

"To make it easily for students to understand the material I taught in class, it was better to change the technique of changing the language in some vocabularies. Code switching that occurred in EFL classes was like switching from one language to a different language and it happened in one clause, thus in one clause there are two different codes."

The interview data shows that pre-service English teacher often switch languages when explaining the materials. It is because the majority of students understand pre-service teacher's utterances using Indonesian. They only know several basic daily vocabularies. Consequently, in expressing students' English material, pre-service English teacher tends to switch languages in English to Indonesian in clause parts.

3. Translating

Translating happens when pre-service teacher switch the target language into students' home language to get students' understanding clearer. This study found that pre-service teacher uses code-switching practice for the purpose of translating. It can deliver the message to students easier because they can learn something new vocabularies. The participant argued that translating English to Indonesia in learning writing can overcome students' writing difficulties. She said that:

“Because the majority of students did not understand if they write in English, therefore it must be translated into Indonesian too. So, the first draft is written in Indonesia and then the next one is written in English.”

Based on the interview data, pre-service is required to inform students that they can write the text in Indonesian first. However, the students should translate the text into English so they can learn some new vocabularies. The process of writing a text using Indonesian can easily sharpen students' writing skill.

Discussion

As a pre-service teacher tried to make students understand the meaning correctly and easily, he utilized the use of code switching. She argued that in EFL class it is necessary to at least used code switching when pre-service teacher emphasized along with asking a question. This situation created a good interaction and atmosphere for him and the students. She suggested that all teacher utterances should be linked to code switching, especially if teaching at the junior high school level. She wanted to make the class more active and have interaction. So, the use of code switching was needed. The teacher's speech requires code switching because the interaction using two languages led to a good interaction.

In another occasion, she used code switching because only a few students understood the English vocabulary he was delivered, and some did not understand it at all. It is indicated from the result of previous study from Ramasari & Kumalasari (2018) stated that the factors might cause the teacher do code switching to students because there were lack of knowledge, habit, and context. The use of code switching is used because students do not have sufficient knowledge to comprehend English. This result is also matched with the previous studies that perceiving code switching can help students to easily understand the materials and pre-service teacher can engage students' participation in several interaction such as clarifying, asking a question, managing class, and others learning process (Shartiely, 2016; Hidayati, 2018; Flores & Balmeo, 2021).

The use of code-switching is often based on the lack of student's ability to understand a foreign language, namely English, as it requires changing two languages when a pre-service English teacher teaches English to facilitate the meanings that will convey to students more easily. Bensen & Çavuşoğlu (2013) point out that code-switching enables people to communicate with one another by creating a third space in which the two languages can be merged to explain meaning when groups with different languages interact with those who have limited language skills. In EFL classes, switching the code has recently become a phenomenon that is often discussed because of the use of the language that must be chosen so the learning process can be implemented properly. It means that switching the codes can be an efficient way in promoting teaching and learning in EFL classrooms. A code-switching is a great tool for L2 students to support their language learning. To achieve good interaction, pre-service English teachers require code-switching as an implementation to easily convey the English language to Indonesian students.

Lack of proficiency in English and living in an English as a Foreign Language environment have required using code switching to support learning. Shartiely (2016) postulated that code switching is done intentionally by a teacher because of the limitations of students and the situation when understanding unfamiliar language in teaching. In relation to the results of this study, pre-service teacher found that code switching was very practical in the EFL class,

especially the use of intersentential and intrasentential switching. Cahyani et.al (2016) found that switching the codes from English to standard language is used when the teacher wants to create an active and responsive atmosphere in the learning situation. It means that if pre-service did not apply code switching in EFL classroom, the students tend to be passive. Meanwhile Bhatti et al (2018) investigated the common of three types code switching used (intersentential, intrasentential and tag switching) are as a language instruction tool. In Indonesia, which still considers English as a Foreign Language, using code switching is very crucial to support the teaching and learning process particularly.

Those three are the major functions that found in the use of code switching practice by pre-service teacher in learning writing. This research attempts to investigate code switching used by focusing on pre-service teacher's practice and their functions in the efl classroom. The findings showed that three functions of code-switching by Burenhult & Mattsson (1999) has been found in this research. Moreover, other functions has also existed as it has the following purposes; asking and questioning, explaining and giving instructions, translating. The Pre-Service Teacher code switching has a great influence when teaching writing in the EFL classroom. In other words, student interaction will be more active if the teacher applies the EFL classroom.

CONCLUSION

The aim of this research is to investigate the use of code switching which focuses on its functions that happened in writing activity. It shows that there are the existence of three functions of code switching practice in learning writing; topic switch, affective, and repetitive functions based on Burenhult & Mattsson's framework. Questioning and asking, explaining and giving instruction, and translating are also considered as another finding of this code-switching practice research in learning writing. From those functions, pre-service English teacher indicates the useful of code switching because it is very helpful to assist students' participation and support good atmosphere in learning process situation. Pre-service teacher believes this is the effective one to engage students' involvement, and can utilize code switching to communicate students. Meanwhile, the results of this research only investigate one participant reflecting pre-service English teacher perspective in learning writing. It is recommended that further research related to others situation where code-switching functions are compared to another skill.

ACKNOWLEDGMENTS

The author would like to thank the family and advisor who support and assistance throughout research process.

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