Abstract

Among myriad prior studies on code-switching, little has been done on the factors influencing teachers to use code-switching and their classroom practices. The current research was aimed at investigating the motives of EFL teachers applying code-switching and the sorts of code-switching used by the EFL teachers in the classroom. This study used a qualitative case study as a research design by conducting in-depth interviews and observations as a data collection process. The obtained data were analyzed through coding, i.e., finding the similarities of the data and theming. The research participants were two EFL teachers at a private university in Yogyakarta Indonesia who have code-switching experience when teaching. The research found five reasons teachers used code-switching in EFL teaching and learning: discussing specific topics, making teaching and learning more practical, managing the classroom, building social relationship, and encouraging students' active participation. In addition, the observation found three code-switching types used by EFL teachers in their classrooms. The study implies that while code-switching offers some benefits, teachers should use code-switching at a minimum rate to keep students with maximum exposure to the English language.

Keywords: code-switching; code-switching types; code-switching use; EFL classroom; Indonesian EFL teacher

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**Introduction**

In Indonesia and many Asian countries where English is not a mean of everyday communication, teaching the English language can be challenging. Sulistiyo (2016) states that the challenges may not be encountered by teachers in countries where English is used in daily life. It is not uncommon to find teachers in non-English speaking countries using their first language to teach English. For instance, in Indonesia, many English teachers use their first language to teach English. Yulia (2013) learns that most English teachers involve Bahasa Indonesia (the Indonesian Language) when explaining the materials. The teachers claimed that using Bahasa Indonesia can help students understand the materials. The particular event is usually called code-switching (CS).

Furthermore, several underpinning reasons take account in CS within EFL classroom, e.g. cultures and multilingual environment. Puspawati (2018) argued that it is quite common for people who live in a multilingual environment to use the local languages simultaneously when conversing. Mujiono et al. (2013) also assert that some Asian countries, such as Indonesia and Thailand, regularly use multiple languages, including foreign languages, to make an utterance. Therefore, it is no wonder that CS in EFL classrooms has been taking place on many levels to deliver the materials since the influence of culture and different language competencies among students are unavoidable.

CS can be understood as a natural phenomenon in which the interlocutors switch their talk into two languages or more. Wulandari (2016) asserts that CS may occur when someone tries to catch up with two languages in the same topic discussion. According to Bagui (2014), CS is a type of conversation that happens as a natural outcome of language relation, has absorbed philologists’ attention, and has been studied from various viewpoints. CS usually takes place in the same conversational directions or even within the same phrases in the conversation. In terms of using several languages, Leoanak and Amalo (2018) consider CS as an alternative way to express thoughts. In addition, Mabule
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(2015) states that CS is a functional activity that may be used to demonstrate someone multilingual competence. Therefore, CS is a natural occurrence in which people use several languages to express their ideas. In practice, CS involves two languages where one of them is the mother tongue, then moving to another simultaneously in a direct conversation.

Furthermore, three types of CS are identified by Al Heeti and Al Abdely (2016). They are tag-switching, inter-sentential switching, and intra-sentential switching. First, tag-switching includes short utterances, fillers, and idiomatic expressions. Yletyinen (2004) stated that tag-switching refers to placing a tag in one language on an utterance that is spoken in a different language. According to Hijazi (2013), tag-switching means placing a tag (e.g., oh my God, you know, right) of a language into a sentence spoken in another language. These tags may freely be put anywhere within a sentence. Furthermore, Habibah (2015) mentions an example of tag-switching in a Japanese-English accent, "I am a good friend, neh?" For that example, “neh” means “isn’t that right?” In this case, the speaker uses teasing sounds to emphasize the statement.

Moreover, in inter-sentential, the speakers will add the L1 expression as the phrase in the L2 sentence or vice versa. Inter-sentential switching occurs at sentential borders where a phrase or sentence is in a language, and the next clause or sentence is in the other (Al Heeti & Al Abdely, 2016). Unlike tag-switching, inter-sentential switching concerns changing the language between utterances made by a speaker (Ríos & Campos, 2013). Hijazi (2013) also highlights that inter-sentential switching is implemented within limited sentences. Furthermore, Andika (2018) provides an example as “Apa bedanya ini dan tadi?” The example is a CS between English and Bahasa Indonesia, where the L1 has occurred in the following sentence. The Indonesian sentence means, “What is the difference between this one and the previous?”

The last, intra-sentential switching usually occurs due to the influence of fluency in bilinguals. In addition, intra-sentential switching pertains to switching languages within a phrase (Candra & Qodriani, 2019). Jingxia (2010) states that all but mostly fluent bilinguals may avoid intra-sentential switching. The sentence is usually in one language. Thus, Pradita (2015) asserts that switching languages inside a sentence is referred to as intra-sentential switching. In short, this particular switching is a code where a speaker combines two languages in a sentence or statement.

Furthermore, intra-sentential switching uses more than one language without involving boundaries. For example, the speaker says some words in English, adds a word in Bahasa Indonesia, and finishes the sentence with English words. The phenomenon of intra-sentential CS is commonly found within the
language classroom teaching and learning. Koban (2013) conducted research to find the occurrence of CS used by twelve bilingual students in New York. He found that intra-sentential CS happened at a greater rate than inter-sentential CS.

Research shows a wide array of factors of why teachers use CS in the English classroom. For instance, teachers use CS to give instructions, make teaching and learning more effective, make jokes or humor, manage a class, ask for clarification, emphasize some points, and provide feedback (Ahmad & Jusoff, 2009; Andika, 2018; Bhatti et al., 2018; Gulzar & Asmari, 2014; Ibrahim et al., 2013; Itmeizeh et al., 2017; Jingxia, 2010; Jogulu & Radzi, 2018; Karjo, 2007; Moghadam et al., 2012; Mujiono et al., 2013; Puspawati, 2018; Shahnaz, 2015). In short, besides being used for pedagogical needs, CS is also used to build social relationships.

CS in classroom instructions assists students in better understanding teachers' instructions. Ibrahim et al. (2013) state that teachers' use of CS is to ensure that students grasp the materials or teachers' explanations. Similarly, Itmeizeh (2017) states that when giving instructions, teachers switch to L1 to ensure the students understand the target task. She also added that CS occurs when teachers switch English to L1 when giving instructions in the EFL classroom. In this sense, CS accommodates students and teachers in their teaching process. To put it briefly, the use of L1 assists teachers in ensuring students' understanding of the instructions.

Further, CS can be the best choice that can be used to build a better relationship between teachers and students. According to Jogulu and Radzi (2018), CS is a communication technique to keep the interconnection between teachers and students. In addition, Gulzar and Asmari (2014) mention that many English teachers highly recommend CS as an English learning strategy, but they also should consider students' English proficiency levels. By noticing the role of CS in helping teachers deliver the materials, CS can be one of the options to serve the effective EFL classroom. Another factor why teachers use CS is to make something humorous, which aims to maintain the learning atmosphere in the classroom. Puspawati (2018) claims that teachers use jokes to create a bond with students interpersonally. In this regard, CS applies to better relationships between teachers and students in EFL classrooms, i.e., making a joke to build relationships.

In addition, teachers' use of CS to manage the class one of which is learning time strategies. According to Ahmad and Jusoff (2009), teachers usually use different languages to elaborate explanations related to classroom management. In addition, Radzi (2018) states that teachers use CS for classroom management...
and control. This fact also raises new insight outside the method of delivering materials. The previous studies found that CS can be applied to prepare students to get ready to learn the materials.

Moreover, every teacher expects that all students understand the content being delivered. Therefore, CS is very significant for checking students' understanding. Teachers can ask students to review the materials using L1 and L2. Thus, Moetia et al. (2018) discovered that teachers used CS in the classroom to conceal students' lack of English proficiency. By doing CS, students who lack English will still be able to reveal their idea about their understanding of the ongoing knowledge.

Teachers also switch to L1 to emphasize some points that might be important to be known by students. Jingxia (2010) found that teachers use CS to let students know some aspects that students do not understand. Thus, students can better understand important messages if reiterated in L1. According to Mujiono et al. (2013), teachers utilize CS in the classroom to stress the content being taught. Additionally, Fachriyah (2017) concludes that one of the functions of CS used by lecturers is emphasizing a language element. CS helps students receive the message more easily, as Ansar (2017) mentions. Further, Ansar (2017) states that teachers' CS emphasizes the message - in this case, the materials being taught. Using CS to highlight some points is beneficial for both teachers and students.

In general, teachers switch to L1 most often to give feedback to the students. Jingxia (2010) found that one of the CS functions is to provide feedback to students. Karjo (2007) states that feedback can be presented in various ways, such as commenting on students' questions or work, giving solutions to students' problems, and giving suggestions to students to improve their work or skills. Nurhamidah et al. (2018) also state that giving feedback is why many teachers use CS. In short, CS helps students improve their work, especially when the school requires teachers to give feedback on students' work (Fachriyah, 2017). In this vein, students will not feel pressured or lost when they receive feedback, resulting in better English achievement.

Previous research on CS conducted in Indonesia mainly obtained their data through interviews on the underlying reasons why teachers use CS (Nurmaidah et al., 2018; Zainil & Arsyad, 2021). The studies, however, did not specifically look at the phenomenon that occurred in the classroom. Therefore, the current research may elucidate the CS that commonly happens in EFL classroom. The current research aims to explore and analyze the factors of using CS in classrooms from university teachers’ perspectives. This research would give general and specific pictures of CS in various classroom settings and
situations by knowing the underlying factors. Accordingly, teachers will have a better grasp of the use of CS. Also, teachers would acknowledge the appropriate moments to use CS in classrooms, particularly in EFL classroom settings. Therefore, the study formulates its questions as follows:

1. What are the underlying reasons for EFL teachers when doing CS in the classroom?
2. What types of CS are used by EFL teachers when they teach in the classroom?

Method

Research design

The current research used a qualitative approach. Creswell (2014) asserts that a qualitative study is a suitable approach to seeing individuals or phenomena. In addition, a case study design was adopted. The case study best fits this study as it has been used in many fields, particularly in evaluation, where the researcher expands an in-depth analysis of a matter, frequently in the program, incident or event, activities, process, or an individual or more (Creswell, 2014). The case investigated in the study is the individuals involved in the phenomenon, i.e., code-switching (CS) that happened in EFL contexts.

Participants

This study took place at the English Language Education Department (ELED) of a university in Yogyakarta Indonesia. The setting was selected for some reasons. First, CS in the classrooms was found among teachers. The second reason is the accessibility of the researchers to observe several classes was available. Apart from that, the class consisted of multilingual students and teachers; thus, it was interesting to see the CS among the languages. The data were collected in 2020, at the beginning of the Coronavirus pandemic. During this time, online classes, especially the synchronous ones, were quite popular.

Two EFL teachers of a private university in Yogyakarta Indonesia participated in this study. Both of them agreed to be observed and interviewed after the observations were conducted. In addition, both teachers had been teaching for at least three years; thus, they had plenty of experience in CS. The names used in the current study were all pseudonyms for confidentiality purposes. The detailed information about the participants can be seen in Table 1.
Data collection

The current study employed two methods: in-depth interviews and class observations in collecting the data. In-depth interviews were conducted to collect data about the underlying factors in EFL teachers' use of CS in the classrooms. The in-depth interviews were utilized since they helped the researchers to dive under the topic being discussed through the direct information from participants about what they have experienced, valued, and felt (Cohen et al., 2018). Meanwhile, class observations were also conducted to collect data regarding the types of CS used by EFL teachers. The use of observation as a primary form of research can generate more true or genuine data than indirect or inferential approaches (Cohen et al., 2018). The interview guideline (see Appendix 1) consisted of questions about using CS in the classroom. For instance, the questions consisted of the occurrence of doing CS, their opinion about its use, and the underpinning reason for using CS.

Face-to-face in-depth interviews were conducted and recorded for further use. All participants verbally consented to be interviewed, audio-recorded, and observed. Before the interviews began, one of the researchers, who acted as the interviewer, informed their rights, e.g., refusing to answer some questions or withdrawing given information which were verbally agreed by all participants.

During the interviews, CS occurred naturally as the interviewer and participants were multilingual. Interview guidelines were used to assist the interviewer in staying on track, although follow-up questions were sporadically based on participants' answers.

As for the class observations, one of the researchers, who was also the interviewer, sat in the participants' classes for the whole synchronous meeting, which used an online platform called Microsoft Teams. It is a platform used for communication and collaboration that provides chat boxes for professional purposes, synchronous meetings, file storage, and application integration. The researchers used observation guidelines, which consisted of a table with three columns: tag-switching, inter-sentential switching, and intra-sentential switching.

Table 1. Participants’ demographic information

| No | Participants’ name   | Teaching experience | Teaching subject                  | Educational background         |
|----|----------------------|---------------------|----------------------------------|--------------------------------|
| 1  | Cika (Pseudonym)    | >10                 | Language Assessment and Evaluation| Master’s degree                |
| 2  | Dewi (Pseudonym)    | >15                 | International Language Testing   | Doctoral degree                |
The observation guideline (see Appendix 2) was used to write down the utterances produced by the participants that involved CS. Additionally, the online class was also recorded, to which later the observer used the recording to double-check the data obtained from the classes.

**Data analysis**

In analyzing the obtained data, the researchers applied several steps. Firstly, the researchers transcribed the data from the in-depth interviews by listening to the recording. Once the transcription was ready, the researchers conducted member checking by sending the interview transcriptions to the participants. Cohen et al. (2011) argue that member checking is a process of matching the participants’ responses to see whether it is in line with what they have said. The step was to ensure the trustworthiness of the data. Upon reading the transcription, the participants wished for no alteration of the data given during the interviews. Therefore, the researchers proceeded to the following steps, which were coding.

To analyze the observation data, the researchers used Conversation Analysis (CA). According to Silverman (1998), CA can help researchers analyze and understand what happens in organizations and institutions. Like the researchers did in interview analysis, the data were transcribed into a written form. Then, member checking was also done to maintain trustworthiness.

The coding performed aimed to find the similarities among participants’ answers to the interview questions. Similar topics were themed and organized accordingly based on the research questions. The researchers divided the participants' responses into two big themes, including influencing factors and the types of CS that the participants used.

**Findings**

**Factors influencing EFL teachers to use CS**

The researchers discovered five reasons for utilizing code-switching (CS) in EFL in the classroom based on the interview data. The reasons include discussing specific topics, making teaching and learning more effective, managing the classroom, building social relationships, and encouraging students to participate more actively in class (see Table 2).
Table 2. Participants’ reasons of using CS

| No | Participants | Reasons of using CS |
|----|--------------|---------------------|
| 1  | Cika         | Discussing specific topics  
Making teaching and learning more effective  
Building social relationship  
Encouraging students’ active participation |
| 2  | Dewi         | Discussing specific topics  
Making teaching and learning more effective  
Managing classroom  
Building social relationship |

Discussing specific topics

The first reason EFL teachers use CS is to discuss a particular topic. It was mentioned that both participants, Dewi and Cika. Dewi remarked:

In skill-[based] classed, I usually use much English. While in theoretical-based courses, such as Material Design, I tend to switch to English-Indonesia and otherwise.

Meanwhile, Cika also added,

There are situations where it is not suitable to use English or use other target language because the context only occurs in Indonesia.

The data showed that both participants did CS when they discussed certain topics. Some topics can only be found in the Indonesian context, which would have been too much hassle to use English and then explain the whole context to the students. In short, CS can be used to deliver content and match the context.

Making teaching and learning more effective

The second factor influencing teachers’ use of CS was to make teaching and learning more effective. Dewi stated, “Code-switching is used to make the class more effective”. On the other hand, Cika mentioned,

There must be a reason when a teacher switches from the one language to another language. The purpose is to ease the student to understand the explanation that is being discussed.

The participants’ explanations showed the reasons why they did CS in class. Using CS was considered effective, and sometimes it saved time. The participants provided examples of the effectiveness of using CS, such as teaching a low-frequency word. The participants mentioned that it was much
more effective to just tell the students the meaning of Bahasa Indonesia rather than describing the words using English. The example of the CS from Cika can be seen as follows:

...[t]riangulating information on a student before making a final assessment, jadi maksudnya adalah kita tidak bisa memberikan nilai akhir pada siswa kita hanya berdasarkan tes. (Triangulating information on a student before making a final assessment means that we cannot give students their final scores based on tests only).

The example of CS showed that the participant simply explained the meaning of low-frequency words 'triangulating information' in Bahasa Indonesia rather than giving the whole meaning of the phrase in English.

Managing the classroom

The data showed the third reason EFL teachers use CS, i.e., to manage the class. One participant conveyed the reason. Dewi argued,

[I used code-switching] For classroom management. For example, I want to teach English using a game. I switch English to Bahasa Indonesia to ensure the students understand my instructions.

From Dewi’s response, it was concluded that classroom management was one of the reasons why she used CS. Without it, the participant believed that it would have been challenging for her to manage the class because not all students understood instructions in English.

Building social relationship

The other influencing factor of EFL teachers’ use of CS during the teaching and learning process is to build a good social rapport between teachers and students. Both participants stated this particular factor. Dewi, for example, explained,

I make a joke to get closer with my students, even though I have to switch from English to Bahasa Indonesia to make students get the joke.

The example from her explanation can be seen as follows:

I’m going to explain to you assessment [assignment] three - what we have to do in assessment three. Padahal assessment dua aja belum dikumpul ya haha (I’m going to explain to you about assessment three - what we have to do in assessment three. You haven’t even submitted assessment two, haha).
Similarly, Cika remarked,

I think CS can make student-teacher interaction less formal. For example, if I do CS in the class, and the words I used are the words that are popular among students, I think students would like those [words] being part of the teaching and learning process.

Chika also explained that using the language with which students are familiar would bridge the gap between students and teachers. She gave examples that sometimes she used students’ local dialects (e.g., Sundanese language, Banyumas language, Javanese language) to code-switch with English. She added that sometimes she made jokes using students’ dialects and mixed them with English. She believed that doing CS between English and students’ local dialect made students feel less anxious when they were in her class. The example can be seen as follows:

Guys, please feel free to interrupt if you have any questions. Jangan-jangan miss ditinggal tidur atau ditinggal masak ini ya hehe wah piye iki [Javanese language] (Guys, please feel free to interrupt if you have any questions. You are not leaving me here and you’re sleeping or cooking, right? Hehe Oh My God)

Encouraging students’ active participation

The last reason for using CS is to encourage students to engage more actively in the classroom. Cika stated that when a teacher did not use CS, the students might lose confidence, especially when working in groups. Moreover, Cika said that,

Using code-switching actually facilitates my students who had low ability in English skills. You can imagine when you don’t understand anything from your teachers’ explanation. You will be quiet when in group discussions because you will not know what to say. At the same time, when I use CS, I can push my students to have a higher level of active participation in teaching and learning in the class because there is no reason not to do that. If the teachers do not use code-switching, the students would not have any understanding of what has been taught, and those students would not be confident to speak when they are in group discussions.

Cika believed that CS encouraged her students to participate more actively in class. The example of how Cika encouraged the students to be active in her class can be seen as follows:

Number one yang dibutuhkan apa? (What does the number one need?)
Sulfa’s drugs had been used, benar ya? (Sulfa’s drugs had been used, is that right?)

The examples showed that Cika tried to invite her students’ participation by asking them questions using CS. Furthermore, from the previously mentioned examples, it could be seen that teachers located the English term either in the beginning or at the end of the sentence. Using CS also allowed students to use CS when answering the questions in case they were not highly confident with their English.

**Types of CS used by EFL teachers in the classrooms**

The obtained data from the observation assisted the researchers in answering the second research question. The observations provided important information about the types of CS participants performed when teaching. At the same time, the observation data can support the data obtained from the interviews. The researchers present the information in the observation guideline results (see Table 3).

| No | Participants | Tag-switching | Inter-sentential switching | Intra-sentential switching | Duration of class observation permitted by participants |
|----|--------------|---------------|---------------------------|---------------------------|--------------------------------------------------------|
| 1  | Cika         | 21            | 18                        | 47                        | 110 minutes                                            |
| 2  | Dewi         | 7             | 17                        | 47                        | 75 minutes                                             |

Table 3 shows the frequency of teachers using CS when teaching in a private university in Yogyakarta. It also presents the occurrence frequency of each type of CS.

**Tag-Switching**

When one of the researchers observed in the classes, Dewi and Cika used tag-switching in the short sentences from English to Bahasa Indonesia and from Bahasa Indonesia to English. Besides, the result of the data showed that tag-switching occurred several times in both participants during the teaching and learning process. Based on the observations, Dewi used tag-switching seven times, while Cika used the same CS 21 times. For example, Dewi and Cika said,

Okay, ya? Let me start. (Dewi)
And then, there is also awareness of the weakness of standardized testing, ya? (Dewi)
I assume that you already read the topic from skill thirty-six until the rest of the topic, ya? (Cika)
Sometimes we missed up with the use of objective and adverb, ya? (Cika)

From the examples above, Dewi and Cika switched from English to Bahasa Indonesia. They emphasized their statements by mentioning "ya" in Bahasa Indonesia, which means "right" or "yes" in English. In short, Dewi and Cika used tag-switching during the teaching and learning process.

Inter-sentential switching

When one of the researchers observed the EFL teachers' classes, it was evident that Dewi and Cika used inter-sentential switching several times. Table 3 showed that Dewi used inter-sentential switching 17 times, while Cika used inter-sentential switching 18 times. These are several examples that occurred during the observations.

Why alternative in assessment? Seperti yang kemarin kita bahas ya tentang tes. (Dewi)
Hello, excuse me, what happened? Sampe mana tadi? (Dewi)
Jangan begitu ya. You have to know the reason. (Cika)
Ada yang mau ditanyakan? Do you have any questions from one until ten? (Cika)

The data showed that Dewi and Cika used a clause in English and ended the clause before using another language in the following clause. From the statements, it can be concluded that the teacher participants switched from English to Bahasa Indonesia or from Bahasa Indonesia to English.

Intra-sentential switching

The obtained data from the observations indicated that the participants used intra-sentential switching during the teaching and learning process. The researchers found that both teachers used intra-sentential switching several times. Dewi and Cika used intra-sentential switching 47 times each during teaching and learning in the classroom. Below are examples of intra-sentential switching from both participants.

People were thinking bahwa kalo students' active learners itu mereka biasanya memperoleh hasil pembelajaran yang sangat bagus. (Dewi)
You have to remember ada kata sifat yang diakhiri dengan ‘y’ yang jadinya dikiranya tu kaya noun gitu lho. (Cika)
The researchers found from the examples above that Dewi and Cika used intrasentential switching during the teaching and learning process. Dewi and Cika switched from English to Bahasa Indonesia or from Bahasa Indonesia to English regardless of boundaries.

Discussion

This section attempts to connect the current research findings with prior research results from other scholars, as Hoffman (1991) states that code-switching (CS) was used to discuss a specific topic, especially a new topic for students. Many people find it easier to understand when they use their native language to discuss a new topic. Using CS to discuss new topics would make teaching and learning more effective in classroom situations. As found in the findings, the participants utilized CS for certain purposes. With this sub-section, the researchers revealed the interconnection of the findings of this research with the previous research results.

In the first finding, the researchers found that teachers who use CS might want to help students with a lower level of English ability. Moetia et al. (2018) also found that CS applied by the teachers was used to accommodate the students' lack of target language proficiency. In this sense, teachers try to ensure that all students can incorporate the new knowledge and existing knowledge they already know.

Another current research finding, i.e., that CS was used to manage a class, was in line with Ibrahim et al.'s (2013) study. They state that CS ensures students' understanding of the instructions. The finding is probably commonly found in the area of CS. Without CS, teachers may have to speak very slowly, which will cost a lot of learning time. Nurhamidah et al. (2016) discovered that the teacher remarked that utilizing L1 was easier and stronger in expressing her displeasure with the students' conduct. Likewise, Jogulu and Radzi (2018) assert that CS is a communication strategy to keep the interconnection between teachers and students. These statements support the current research finding, i.e., building social relationships with students. Many students will likely feel more comfortable learning in a more relaxed, less formal environment.

Additionally, students are more likely to be more open and show a positive attitude towards the teachers and the course when they know they are not anxious. It was in line with Al-Qaysi and Al-Emran (2017), who found that EFL students in Oman showed a highly positive attitude toward the use of CS during the studying process. Similarly, Lee (2016) found that on teachers'
views, students show a better and improved learning process when CS is utilized in the language learning process. Consequently, the attitude will result in better academic achievements.

Another finding showed that teachers utilized the CS to build closeness with the students. It could be seen in the finding when the teachers tried to situate the classroom atmosphere through jokes. What the teachers have done was also supported by Puspawati (2018) and Bhatti et al. (2018), who assert that teachers use CS and jokes to build social interaction with students. Also, CS is used to build a bond with the students. Moreover, the finding also found that teachers utilized CS to activate students during the teaching and learning process by inviting students to participate regardless of their language when expressing their ideas. Since Fachriyah (2017) finds that CS can make students more confident in the learning process, it is understandable if teachers invite students’ ideas using CS.

Finally, the finding of the other research question regarding the types of CS frequently used by participants, the current research findings are similar to Koban’s (2013). He also found that intra-sentential switching was more commonly applied than inter-sentential switching in Turkish’s ELT classrooms. In this current research, intra-sentential was also found as the type most frequently used since most students were considered to have a good level of English command. The current research also found a similar result, in which the participants used intra-sentential switching 47 times in the classroom.

Conclusion

The current study explored the teachers who used code-switching (CS) in their teaching and learning process at an English Language Education Department of a university on the outskirt of Yogyakarta. It aimed at investigating the motives of EFL teachers’ use of CS in the classroom and what types of CS are used by the EFL teacher when they teach English in an online classroom.

The findings showed five factors why EFL college teachers used CS when teaching. The five reasons are discussing certain topics, making the teaching and learning process more effective, managing the classroom, building a social relationship with students, and encouraging students to participate more actively in the classroom. The second finding was about what types of CS are used by EFL college teachers when they teach in the classroom. The findings showed that teachers used inter-sentential switching more often than other types of CS. Additionally, the findings, to some extent, are able to extend the
discussion of CS in EFL classrooms, particularly about the reason and the frequent types of CS used by teachers.

One limitation of the current study is the small number of participants involved in this research. Having more participants may yield different findings for future research. Another limitation is that the study did not specifically categorize each CS utterance based on the reasons stated by the participants. Understanding the use of each CS utterance may help others be more aware of issues in CS. Thus, future researchers are expected to conduct research on CS in a wide range of participants to enrich the result of this study. Besides, utilizing the mixed method is also recommended for future researchers to find out both statistical and natural phenomena in the use of CS by teachers.

Several pedagogical implications are proposed based on the findings. EFL teachers can slowly reduce the amount of CS to provide students with more exposure to the English language. Although CS can be very helpful, students might be too dependent on the teachers to translate or switch to the local language instead of English. Another implication is to prepare students before the meeting starts. EFL teachers should require students to read and understand the materials before the class meeting to reduce CS.

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**Appendices**

**Appendix 1. Interview guideline**

**Interview Guideline**

This research instrument is used to get in-depth information about why EFL teachers in the English Language Education Department of a private university in Yogyakarta are using code-switching in teaching-learning process.

Name of college teacher interviewee : ________________________

Date of interview : ________________________

Questions:

1. How long have you been teaching English at ELED?
2. What language do you usually use when teaching?
3. To what extent do you use code-switching or switch the languages when teaching?
4. How often do you use code-switching or switch languages when teaching?
5. What do you think about using code-switching or switching language when teaching?
6. Why do you use code-switching or switch languages when teaching?

Appendix 2. Observation guidelines

Observation Guideline

This research instrument is used to get the deep information about types of code-switching used by EFL teachers of English Language Education Department of a private university of Yogyakarta.

Name of college teacher: __________________
Date of observation: __________________

Types of code-switching (V)
Tag: Tag-switching
Inter: Inter-sentential-switching
Intra: Intra-sentential-switching

| No | Clauses | Types of code-switching |
|----|---------|-------------------------|
|    |         | Tag | Inter | Intra |
| 1  |         |     |       |       |
| 2  |         |     |       |       |
| 3  |         |     |       |       |
| 4  |         |     |       |       |
| Etc. |       |     |       |       |