



Pedagogical, Interpersonal and Instructional Functions of Code-switching to Support Online Classroom Learning

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Article Info

Article History:

Accepted 15 February 2022

Approved 29 May 2022

Published 20 June 2022

Keywords:

Code-switching, Interpersonal Function, Instructional Function, Pedagogical Function, Online Classroom.

Abstract

This study was conducted during the COVID-19 pandemic when a shift from traditional classrooms to online classroom learning happened. Faced with online learning challenges, teachers practiced various strategies to support their classes. In EFL contexts, the way teachers manage these challenges can be investigated through online code-switching. The present qualitative study investigates an Indonesian EFL teacher's perception and use of classroom code-switching in promoting pedagogical, interpersonal, and instructional functions to support teaching and learning in online classroom settings. The study gained data through a semi-structured interview to gauge the EFL teacher's perception and by observing several online English classroom recordings. The findings were analyzed using Ferguson's (2003) and Gumperz's (1982) theories, supported by stimulated recall interviews. The study found that the EFL teacher has a positive and supportive perception of classroom code-switching for online classroom teaching and learning. In realization, analysis results showed that the EFL teacher practiced classroom code-switching in her online classrooms and promoted functions including pedagogical (e.g., reiteration, message qualification, etc.), interpersonal (e.g., establish rapport, negotiate identities), and instructional functions (e.g., negotiate task instruction, disciplining, etc.). The study provided insights on classroom code-switching practice in online settings to encourage teachers to efficiently use code-switching to support their online classroom teaching and learning.

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p-ISSN 2087-0108

e-ISSN 2502-4566

INTRODUCTION

Indonesia's multilingual condition poses an enriching environment as well as challenges in the classroom discourse (Jayanti & Sujarwo, 2019; Walker et al., 2019, and Rasman, 2018). Therefore, Indonesia's classroom language in teaching and learning may consist of multiple language use. In regards to this, inside EFL classes where English is the medium of instruction as well as the content subject, it has become the question to what extent Bahasa Indonesia (the official language) would be utilized to support the English classroom learning. This is because, for EFL teachers and learners, the classroom serves as the place where they teach and receive the most exposure to the target language. Hence, how the EFL teachers conduct their strategies within their classroom teachers' talks plays a significant role, as it can contribute to the students' successes or failures in supporting their learning of the target language (Khany & Malmir, 2017). Oftentimes, one of these instructional strategies that use both the native language and target language includes the practice of linguistic phenomenon *code-switching*.

Code-switching itself is defined as a change of language from one language to another language variety which can happen in any part of the speech (Richards & Schmidt, 2013). Similarly, Poplack (2015) defined the term code-switching as the alternation of two languages within a discourse, sentence, or constituent.

Meanwhile, inside the classroom, the classroom code-switching strategy is a widely known practice in multilingual language settings (Ferguson, 2003) for how it could be excellent at supporting communication and pedagogic resources when effectively utilized. To this, many research and studies have found that code-switching could be integrated into teachers' EFL classroom discourse for many purposes and functions; for example, pedagogical ones (Ustunel, 2016; Nurhamidah, 2018; etc.), communicative ones (Cahyono & Pribady, 2020; Khany & Malmir, 2017; Fachriyah, 2017; Astuti, 2020; etc.), as well as instructional ones, in a various way. In the context of an Indonesian EFL

classroom, the two languages used interchangeably would be English and Bahasa.

However, due to the COVID 19 pandemic, an adjustment occurs where traditional classroom-based learning has shifted to online learning. As reported in the Ministry of Education and Culture (MOEC) Circular Letter No.4/2020, the education of at least 68 million Indonesian students was affected. In order to support the shift, MOEC initiated an online-learning partnership with private providers to provide free access to online learning tech and tools. They also offer training and support for teachers in using online platforms to conduct their teaching and learning (World Bank, 2020). However, in response to this shift, not only the participants (i.e., teachers and students) were affected, but also language lessons, including the practice of English teaching and learning.

There have been a number of studies reporting on code-switching; be it classroom code-switching (Zulfa, 2016; Danaparanita, 2016; Cahyani, 2015; Siddiq et al., 2020; Praditya, 2019; Ansar, 2017, casual communication code-switching (Retnawati & Mujiyanto, 2015; Gusnaini et al., 2020; Susylowati et al., 2019), or even code-switching in written works (Sari et al., 2017, Putranto, 2018; Weni, 2013; Cahayany, 2019). There was a study by Munawaroh et al. (2022), which takes a similar approach to the present study: online classroom code-switching. However, they explored a different take on code-switching analysis and did not explore classroom code-switching functions. Nevertheless, most of the classroom code-switching research studies were studying *offline* classes—classes that were held in a direct, face-to-face manner. Considering that, the study would like to include the issue of the present-time context: the adjusted education in the face of a pandemic that changed conventional classes into a digital, online one and aim to highlight the linguistic phenomenon as it occurs in an EFL online classroom, i.e., through the usage of teacher's classroom code-switching.

Hence, four research questions were raised in this study: (1) How is the teacher's perception towards the use of code-switching in an online classroom learning setting? (2) How does the

teacher's code-switching in online classroom learning promote pedagogical functions? (3) How does the teacher's code-switching in online classroom learning promote interpersonal functions? and (4) How does the teacher's code-switching in online classroom learning promote instructional functions?

METHODS

The approach the present study employed is a case study. It is chosen considering the current study focused on and conducted an in-depth qualitative analysis on a person, who is an Indonesian EFL teacher, who was studied as a participant.

The participant of this study is an Indonesian EFL teacher of an Islamic private junior high school in Mojokerto, who is responsible for teaching some classes of both 7th and 9th graders and utilized online classroom learning platforms (e.g. *Zoom*, *Whatsapp*, *Google Classroom*) to teach her English subject as an online class. The research site was an online video conference platform of choice by the participant, i.e., *Zoom*.

The unit of analysis for this study was a verbal one which included the subject's utterances, phrases, or sentences for code-switching which occurs in the online learning class.

The instruments are: (1) observation notes - the data collected by this instrument was used to answer research questions number 2 to 4. The recordings of online classrooms were taken in three meetings. The observation contains two sections: general information and code-switching transcription sections for analysis; and (2) interview guidelines (semi-structured and stimulated recall), which are interview questions in both English and Bahasa. The former was used to answer research question number 1 and the latter was used to support discussions.

The methods used to collect the data were a semi-structured interview, observations, and stimulated recall interviews. The procedures are as follows:

- (1) The participant is contacted by the study's authors and permission is gained.
 - (2) A semi-structured interview is conducted with the EFL teacher regarding their perception of the use of code-switching in online classroom settings.
 - (3) The EFL teacher is asked to record several of her online English classroom meetings from the beginning until the end of the class.
 - (4) The online class meetings recorded by the EFL teacher are sent for the study.
 - (5) The recordings are observed and transcribed to gather data for the code-switching in the teacher's talk.
 - (6) The gathered observation data are analyzed with the relevant theories.
 - (7) Once observation data are gathered, a few stimulated recall interviews are conducted to further support the 'code-switching' observation data until data saturation has been achieved.
- The study adapted Ary et al. (2014) qualitative data analysis stages. The procedures were as follows:
- (1) Organizing and familiarizing, where the authors of the study engaged the code-switching found in the teacher's talk data through observing the recordings, reading and reflecting on the recordings' transcriptions, and studying the result of the interview with the subject.
 - (2) Coding and reducing, where the study described and classified the relevant code-switching functions found in the teacher's talk data from the subject's recordings and interviews.
 - (3) Interpreting and representing, where the data are interpreted and presented the for the study.

RESULTS AND DISCUSSIONS

The EFL teacher's perception of the use of code-switching in online classroom settings

Based on the interview findings, it was found that the teacher's perception in terms of the effectiveness of using code-switching in an online classroom environment was positive. This is an example of how classroom code-switching is known as a popular strategy to practice in a classroom of multilingual speakers settings (Ferguson, 2003) to even now, with its effectiveness has already been proven through many studies and cases (e.g. Piter et al., 2013; Nurhamidah et al., 2018; Fachriyah, 2017; Rukmi & Khasanah, 2020, etc.).

The EFL teacher perceived that classroom code-switching related to lesson material should be utilizing any languages both the EFL teacher and the students are most familiar with. She expressed how she was and would be utilizing several languages in her online classroom discourse; English and Bahasa being the main, with a small number of Javanese (the local speech familiar to the students, which they are also community members of). Regarding this, Ferguson (2003) stated that within a classroom code-switching discourse, it is advantageous to relate to local speech dynamics. Therefore, it could be said that the EFL teacher's perception is in accordance with Ferguson's argument.

The EFL teacher also believed that online classrooms held their fair share of difficulties and challenges, one of them being *technical errors*; such as bad online connection devices or audio signals.

Lesson-wise, there was a *translation* issue. In cases like this, where a particular English part in the teacher's talk does not have the 'padanan bahasa' (means 'direct translation') in Bahasa, or when the students went quiet and were not responding to the teacher's talk, the EFL teacher uses pedagogical functions of classroom code-switching to deliver her meanings and scaffold things. This strategy aligns with Ferguson's (2003) argument that code-switch appeared as a result of teachers' evolving strategies to adapt to students' limitations in a foreign language (which in this case is English) proficiency and

understanding. Hence why the EFL teacher felt the practice of classroom code-switching with pedagogical functions was effective in supporting subject lesson material teaching (Nurhamidah et al., 2018; Kurniawati & Astuti, 2015; Rinda, 2012).

In terms of the students, her perception is that the *values* she tried to deliver to the students are different in online classrooms. Another one is students' degree of *respect*—she believed that respect is built by interaction, and in online classrooms, this approach produces different results. The EFL teacher revealed she enforced her teacher's authority (that ideally would build respect) through her teacher's talk and classroom code-switching with instructional purposes to directly manage the online classroom. This approach of her reflects Ferguson's (2003) and Hill and Flynn's (2006) theory of instructional classroom code-switching for classroom management.

Despite the challenges in teaching and learning in online classrooms, she maintained her perception of how the code-switching strategy helps a lot in teaching and learning English. She believed by practicing code-switching in her teacher's talk, she helped them to ease their mind and could encourage them to contribute (Ferguson, 2003). This perception is similar Ali's (2020), who revealed that code-switching fulfills students' satisfaction, makes them connected to the lesson content and supports their contribution in the classroom. It can be inferred that the EFL teacher's overall perception of the use of code-switching in an online classroom environment is positive and supportive.

Pedagogical functions in the teacher's online classroom code-switching

The findings in this study were obtained through observation of three full online classroom meetings. Hence, code-switching for pedagogical purposes would fall into the first (1) category; that is, the classroom code-switching for *classroom access*.

Based on the findings, the EFL teacher was found using code-switching to do the pedagogical function reiteration. The act of reiteration refers

to how the EFL teacher reiterates or repeats what she had said in English to Bahasa—the students’ first language, in order to make it easier for students to understand what she intended. For example:

Table 1. An excerpt of CS transcription from Meeting 1

Code	: Teacher talk in EFL Online Classroom
T-45	: <i>Kemudian, nah, ustadzah mau tanya tentang ungkapan yang ini nih: how do you do. [Anyone familiar with this phrase? Ada yang familiar dengan ungkapan ini?]</i> (Pause)
T-46	: What do you know about this expression? <i>Yang terakhir ini</i> (refers to the screen). <i>Ada yang tahu?</i>
SB-4	: (Translating) ... <i>apa kabar.</i>

The code T-45 refers to the EFL teacher’s (T) 45th teacher’s talk (45). Meanwhile, code SB-4 refers to a student’s (S) coded as individual B, 4th student’s talk (4). The square brackets ([]) were used to indicate her reiteration function. Therefore, the teacher’s code-switching above aligns with Gumperz’s (1982) theory on the *reiteration* function of code-switching, where he expressed its function as one utilized to amplify or emphasize the initial speech by being repeated in a more familiar language. Moreover, the EFL teacher’s code-switching function above also aligns with Ferguson’s (2003) theory of classroom code-switching for *classroom access*, which refers to how teachers code-switch to mediate meanings from the target language to the language familiar to the students to support their learning. This finding also aligns with studies by Fachriyah (2017), Domalewska (2017) and Praditya (2019), which revealed that code-switching is useful to conduct teaching practice, one largely used being repetition.

Besides reiteration, the EFL teacher was also found to use code-switching to do quotations. In this study, the act of quotation refers to how when the EFL teacher quotes

something, she switched to either easy English or Bahasa—the students’ first language, in order to make it easier for students to understand the context of what was being talked about. For example:

Table 2. An excerpt CS transcription from Meeting 2

Code	: Teacher talk in EFL Online Classroom
T-233	: [Because Ilham <i>merasa bersalah</i> , he said sorry, to not bring Nando’s notebook] <i>atau buku catatannya. Okay, gitu ya? That’s right, thank you guys!</i>

The code T-233 refers to the EFL teacher’s 233rd teacher’s talk. The code-switching started from English, ‘*because Ilham...*’ to Bahasa, ‘*...merasa bersalah...*’ (felt guilty) to easy English for indirect quoting, ‘*...he said sorry, to not bring Nando’s notebook...*’ while she was quoting Ilham’s earlier words. Hence, this teacher’s talk aligns with Gumperz’s (1982) code-switching function of *quotation*. At the same time, this code-switching by the EFL teacher also fulfilled Ferguson’s (2003) theory of classroom code-switching for *classroom access*. A recall interview with the EFL teacher revealed that she had done this type of code-switching with its complexity degree in mind. She expressed that if the quotation sentence is simple enough, she would try to keep the sentence in English (or switch to English if she was initially speaking in Bahasa).

Besides the two functions above, the EFL teacher also used code-switching to do message qualification. In this study, message qualification refers to how the EFL teacher may use code-switching from English to Bahasa or vice versa to further explain or qualify (e.g. in form of sentences, verb complements, predicates following a copula) (Gumperz, 1982) towards a speech that was said before it. For example:

Table 3. An excerpt CS transcription from Meeting 2

Code	: Teacher talk in EFL Online Classroom
T-48	: [What do you usually say? <i>Ketika kalian ketemu sama orang baru, nih, kira-kira kalian ngomong apa?</i>]

This one happened in the teacher’s 48th teacher talk, thus the T-48 code. The EFL teacher’s English question ‘What do you usually say?’ was qualified of its message using the following phrases in Bahasa: ‘Ketika kalian ketemu sama orang baru, nih, kira-kira kalian ngomong apa?’ (when you are meeting new people, what would say?), making the message clearer for Bahasa speakers. She revealed this in her recall interview that even if she asked her students in English, it is not guaranteed that her students would respond in English as well. Hence, she “...explained it more like that in Bahasa to make it less intimidating for them, also easier to digest.”. She added that qualifying her message through code-switching would be able to engage her students more to participate in discussions as well as support her students’ understanding (Fachriyah, 2017; Nurhamidah et al., 2018).

Based on the findings, another function found addressee specification. In this study, code-switching for addressee specification refers to how the EFL teacher makes use of code-switching between the two languages to address a particular one out of the available addressees with pedagogic purpose. For example:

Table 4. An excerpt CS transcription from Meeting 3

Code	: Teacher talk in EFL Online Classroom
T-68	: <i>Nah...</i> [<i>Nah</i> , next question, <i>mas Faroz</i> , we are going to learn more about it]. <i>Nanti akan ustadzah jelaskan secara detail ke depannya.</i>
T-69	: Okay, let’s move to the next slide, <i>kalau gitu, ini cuma contoh, ya.</i>

Focusing on addressee specification code-switching from Table 4, it could be found that the EFL teacher addressed a specific student in English, ‘...next question, *mas Faroz*, we are going to learn more about it.’, which then followed by Bahasa when she decided to address the whole class, ‘*Nanti akan ustadzah jelaskan secara detail ke depannya.*’ (*ustadzah* will explain in detail later.). This pertains to the pedagogic function since based on its’ context, the conversation was discussing the lesson material. This aligns with Ferguson’s (2009) argument of how code-switching with pedagogic nature functions is wide in range and labels, including how classroom code-switching could be used to gain students’ approval or communicate solidarity (Mukti & Muljani, 2016). Moreover, since she engaged him regarding the subject lesson in a pedagogical context, her code-switching for addressee specification falls into the category.

Another pedagogic function found was Personalization vs. Objectification. In this study, code-switching for personalization vs. objectification refers to how the EFL teacher makes use of code-switching in relation to things such as the distinction between talking about action or talking as the action, the degree how involved the speaker is, whether or not a statement reflects personal opinions, particular instances, or the authority of a known fact (Gumperz, 1982). The study had found a small number of this instance of code-switching happening in the EFL teacher’s teacher talk inside her online classroom meetings. For example:

Table 5. An excerpt CS transcription from Meeting 2

Code :	Teacher talk in EFL Online Classroom
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T-55 :	[So if someone said... ‘good morning’, <i>bilang juga</i> ‘good morning’, ‘good afternoon’, <i>dan lain lain.</i>]
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The phrases happened in the teacher’s 55th teacher talk of Meeting 2. It shows an instance when the EFL teacher makes use of code-switching between the two languages interchangeably to relay her examples on particular actions or instances. At the same time, showing her authority on a generally known fact, which in this case is ‘greetings’. With the ‘particular instances or a commonly known fact’ part of *personalization vs. objectification* fulfilled, this code-switch of hers aligned with Gumperz’s (1982) theory. Hence, it could be concluded that the *personalization vs. objectification* function was promoted through her classroom code-switching.

In summary, the study has found various pedagogic functions promoted through the use of classroom code-switching by the EFL teacher. It was found that the teacher promoted at least five out of six functions of code-switching laid out by Gumperz (1982): *quotation, addressee specifications, reiterations, message qualification, and personalization versus objectification* in pedagogical-driven classroom code-switching.

Interpersonal functions in the teacher’s online classroom code-switching

The Indonesian EFL teacher, in her online English classroom meetings, is using code-switching quite consistently. One of the function types she often used besides the pedagogical types is the interpersonal type functions. Some findings on code-switching the participant has used in her online classroom that pertains to interpersonal means are Establishing Rapport and Negotiating Identities. Based on Ferguson’s (2003) theory of classroom code-switching functions, code-switching for interpersonal purposes would fall into the third (3) category; that is, the classroom code-switching for *interpersonal relations*.

In this study, *establishing rapport* refers to how the EFL teacher builds the classroom atmosphere into a more intimate, warmer one (personal and/or closer) to support and build rapport with the students inside the classroom. For example:

Table 6. An excerpt CS transcription from Meeting 1

Code :	Teacher talk in EFL Online Classroom
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T-5 :	Okay so... we have [<i>mbak Denise, mbak Safira, mbak Ais, mbak Nisa, mbak Sofi, yang sudah</i> stay on-cam, thank you for turning on your camera.]
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For this case, the EFL teacher code-switched her phrases and terms interchangeably between English and Bahasa—which is the students’ first language and therefore, familiar to them. She showed her gratitude and appreciation by calling some particular students their individual names— which would lead to the students feeling appreciated by the EFL teacher and building rapport. Based on the observation, the EFL teacher did code-switch to establish classroom rapport quite frequently.

An interview with the EFL teacher revealed that she conducted code-switching to promote the interpersonal function because she “...*need to build the engagement or chemistry with the students. (...), especially in opening and closing.*”. She argued that by initially code-switching and promoting interpersonal relations, as time goes the relationship between the students and her would grow. From then, they would slowly become more malleable, open, and comfortable to engage in English as the medium of classroom communication (Nurhamidah et al., 2018; Rukmi & Khasanah, 2020; Cahyani et al., 2018).

This interpersonal purpose of the EFL teacher aligns with Ferguson’s (2003) classroom code-switching functions theory; where he expressed that teachers would do classroom code-switching to build classroom rapport and a warmer classroom atmosphere for the students.

The EFL teacher was also found to be using code-switching to *negotiate socio-cultural identities* within the classroom. In this study, this type of interpersonal function refers to how the EFL teacher makes use of code-switching between English and Bahasa (with the occasional local dialect) to negotiate socio-cultural identities with her students in the classroom— which was based on Ferguson's (2003) definition of negotiating socio-cultural identities. For example:

Table 7. An excerpt CS transcription from Meeting 1

Code	: Teacher talk in EFL Online Classroom
T-1	Hello, class...
T-2	Can you hear me? Can you hear my voice? <i>Bisa dengar suara [ustadzah] ngga?</i>
S-1	: <i>Bisa ustazah...</i> we can, <i>ust...</i> (A variation of answers)

It can be seen that the EFL teacher used socio-cultural terms throughout the exchange to negotiate identities, especially since the teacher has not played into her ‘formal’ teacher role yet (as it was only the beginning of the class). The EFL teacher expressed in her interview that she often built chemistry, interpersonal relationship, and engagement with her students starting at the beginning of her lesson.

Based on the findings, since this particular research site is a private Islamic school, her reference towards herself is ‘*ustadzah*’ (how most Muslims refer to a female teacher)— thus the students, who are Muslims and familiar with the identity term, refers to her as such instead of the usual English term such as ‘Miss’ or ‘Ma’am’. The table shows how the EFL teacher used code-switching from English to Bahasa in order to successfully negotiate her socio-cultural identity as an ‘*ustadzah*’ with her students inside the online classroom meetings. A recall interview with her revealed that she sometimes used Arabic and Javanese terms because of her shared identities with the students: as a Muslim and a

Javanese. She believed by referring to the students by the local language terms, it is easier to gain their attention, and the students might feel noticed and appreciated—hence, building her classroom rapport.

All these cases aligned with Ferguson's (2003) as well as Ferguson's (2009) theory on how classroom code-switching could promote interpersonal function. Thus, it can be concluded that the EFL teacher promoted interpersonal functions by *building classroom rapport* and *negotiating socio-cultural identities* through classroom code-switching in her online English classroom meetings.

Instructional functions in the teacher’s online classroom code-switching

Besides pedagogical and interpersonal functions, classroom code-switching is also able to promote instructional functions for classroom management. This is based on Ferguson's (2003) theory, which has explored how classroom code-switching could be used as such through the category of ‘classroom management’, which falls under the second (2) category he proposed. The instructional function itself was promoted along with classroom management since many aspects of classroom management itself are part of classroom instructions that work with English learners (Hill & Flynn, 2006).

Since the classrooms were online, it was found that the EFL teacher carried out some code-switching for instructional purpose function that retains to the management of the online classroom, and sometimes of the online platform functions (among several others). This finding aligns with Bloom's (2010) study, where he discussed how valuable code-switching is in bilingual content instruction. Those instructional code-switches for classroom management ensure that the English teaching and learning process, despite being online, runs smoothly.

Based on the findings, the instructional classroom code-switching functions were utilized by the EFL teacher through *negotiating classroom and task instruction, disciplining and complimenting, and motivating and encouraging the students*. For example:

Table 8. An excerpt CS transcription from Meeting 1

Teacher talk in EFL Online Classroom	
Code :	Teacher talk in EFL Online Classroom
T-171	: Uh... <i>ustadzah punya sebuah latihan, tapi dengan syarat...</i> [please turn on your camera].
T-172	: <i>Jadi... kita kayak di kelas offline gitu lho. Biar ustadzah tau kalian lagi ngerjakan.</i>
T-173	: [<i>Silahkan on-cam</i>], <i>kemudian siapkan alat tulis, buku dan juga pensil, eh— ballpoint aja, buku dan juga ballpoint-nya disiapkan.</i>

Throughout the talk, the teacher weaved and code-switch between English and Bahasa. Most of the online-related terms (shown in bold, pertaining to the online platform feature) were in English, but since both the teacher and the students understood, she inserted them into her instructional-purposes classroom talk. Unless in a digital or online environment, these kinds of technical terms would not otherwise appear in a normal face-to-face classroom. These code-switches have triggered the appropriate response from the students (e.g. students responded by following through with the EFL teacher’s instruction), showing how she has succeeded in using classroom code-switching to *negotiate tasks instructions*.

Another way the EFL teacher promotes instructional code-switching is through disciplining and complimenting. For example:

Table 9. An excerpt CS transcription from Meeting 3

Teacher talk in EFL Online Classroom	
No. Code :	

Teacher talk in EFL Online Classroom	
T-168	: Okay, yes, please?
S-52	: I wish I went to buy a hand phone.
T-169	: Uh hum...
S-53	: <i>Faktanya...</i> I don’t have money. (Laughs) ooh <i>gitu!</i> That’s a great example (Laughs) but that’s... right. That’s right. <i>Itu contoh yang benar, ya.</i>

Table 9 shows the EFL teacher and the students talked about an example the student had provided. In response to the student’s correct example, the teacher gave out a *compliment*. Throughout meetings 1 to 3, the EFL teacher used code-switching for instructional purposes not only for managing the classroom or students’ behavior but also for giving out reinforcement while learning, such as praises, compliments, reprimands, or chiding (Rinda, 2012; Cahyani et al., 2018).

This aligns with Ferguson’s (2003) category of classroom code-switching ‘classroom management’ theory, where teachers may make use of code-switching to praise their students. The EFL teacher believed by complimenting them in both languages (or code-switching them), they could be encouraged and motivated to participate more. True to this, a study conducted by Fitriati et al. (2020) in an Indonesian EFL class has found that employing the reinforcement strategy strengthens positive behaviours and increases students-teachers interactions.

Similarly, the EFL teacher also employed instructional code-switching in *motivating and encouraging*. For example:

Table 10. An excerpt CS transcription from Meeting 3

Teacher talk in EFL Online Classroom	
No. Code :	

		Teacher talk in EFL Online Classroom
95.	T-273	: Ryan, you wanna choose? <i>Kamu mau milih?</i>
	S-96	: <i>Terserah, ustadzah.</i>
		<i>Siapa yang mau? Ini dulu deh, volunteer dulu deh. Masa suka-nya dipilih sih... show yourselves! tunjuk diri!</i>
96.	T-274	: Me... me!

The interaction between the teacher and the students was about the participation of another student in a dialogue practice. The EFL teacher gave the first student (i.e., Ryan) an autonomy as well as encouragement (or motivation) to choose whom he would like as a dialogue partner (coded T-273), 'Ryan, you wanna choose? Kamu mau milih?' (Ryan, you wanna choose? Would you like to choose?) through code-switching for instructional purposes. Hence, it could be concluded that the EFL teacher also utilized classroom code-switching to motivate and encourage.

These cases of example have shown that the EFL teacher employed instructional code-switching for classroom management. This aligns with not only Ferguson's (2003) theory of code-switching for classroom management but also aligns with Flander's (in Walsh, 2006) argument that teacher's talk inside the classroom could cover the management of students as well as utilizing teacher's authority.

CONCLUSION

Despite the challenges, the EFL teacher remained steady with her perception of the practice of classroom code-switching for online classes: positive and supportive. She believed that for her, code-switching is the most suitable and effective teaching strategy she could employ in her online classroom meetings. In line with her perceptions, the Indonesian EFL teacher was found to be practicing code-switching with pedagogical functions through *quotations, addressee specifications, reiterations, message qualification, and personalization versus objectification*

to aid in scaffolding her content subject lesson material teaching. She also practiced code-switching with interpersonal functions through *establishing classroom rapport and negotiating socio-cultural identities* to build chemistry and engagement with her students. In addition, she practiced code-switching with instructional functions through *motivating, encouraging to participate and contribute, disciplining and complimenting*, as well as *negotiating classroom and task instructions* with the students to manage the online classroom meetings.

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