

## The Teacher's Use of Code Switching in an Online Class at Garlint English Course

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### Abstract

This research investigates the use of code-switching by teacher in an online English class at Garlint English Course, focusing on identifying the types and functions of code-switching as outlined by Hoffman. Code-switching, the practice of alternating between two or more languages within a conversation or educational setting, is recognized as a valuable instructional tool. This study explores how and why teachers employ code-switching during their online classes. Using a qualitative descriptive approach, data were collected through observations and interviews over three online sessions. The analysis identified inter-sentential, intra-sentential, emblematic, and establishing continuity with the previous speaker -types of code-switching. The research also examined the functions of language choice in the classroom, including cognitive function, classroom management, and interpersonal relationship. Findings reveal that teachers at Garlint English Course frequently use various types of code-switching to address instructional needs. Inter-sentential switching was used for explanations, intra-sentential for lesson flow, emblematic for key points, and continuity switching for smoother transitions. Teachers found that switching languages strategically catered to the diverse linguistic backgrounds of their students, creating a more inclusive and supportive environment. This research contributes to English Language Teaching (ELT) by highlighting the practical benefits of code-switching in digital learning, offering insights for educators to enhance their teaching methods and improve student outcomes in online courses.

**Key words:** code-switching, functions of language choice, Hoffman's code-switching. online learning

### Introduction

In today's global era, knowing another language is important for everyone. English, as a global language, plays a big part in many parts of life, including education. In many schools, English is taught from early years to university. However, learning English can be hard, especially for non-native speakers (Daar, 2020).

Garlint English Course is a school that wants to improve students' English using new ways of teaching. With technology growing, online learning is common now, giving students more flexibility. But online learning has challenges, especially in getting students involved (Thi & Hien, 2021).

One way to solve this is by code-switching. This means changing the language during teaching. Using code-switching can help teachers explain hard ideas, give clear instructions, and engage students (Razi et al., 2021). According to Hoffman (1991), there are different types of code-switching, and each has its own use in teaching.

This research wants to look at how teachers use code-switching in online English classes at Garlint English Course. It wants to find out what

types of code-switching teachers use and how it helps students understand and engage more. It uses a descriptive qualitative approach, collecting data through observation and interviews over three online classes.

The hope is that this research shows how important code-switching is in online English learning. By understanding how and why teachers use code-switching, better teaching strategies can be found, improving students' learning outcomes in online English classes. This research also aims to add to the wider discussion about English language teaching and practical code-switching use in online learning.

#### 1. Code Switching

The term "code-switching" describes an oral communication scenario in which the speaker alternates between speaking in one language and/or dialect and another (Waris, 2012). According to Thelander in Chaer & Agustina (2010, p. 115), code-switching refers to a speaker's employment of two or more languages during a single communication event. The implication of the statement is that code-switching is the use of two or more languages by speakers in a single discourse. Everybody

participating in this scenario is able to speak both (all) of the languages being used, or at least understand them.

Language-switching happens when speakers use two or more languages in one conversation. In language teaching, switching is used to help students understand better. It's useful in classes with diverse language backgrounds (Suryarini, 2022). Teachers use students' first language to explain difficult concepts or answer questions. Research shows switching can improve students' understanding and participation (Ismail et al., 2022). Using familiar language bridges understanding gaps when students face new material in their second language. Also, it creates a more inclusive learning environment where students feel comfortable participating.

In online learning, switching becomes more important. It helps students overcome challenges and ensures they stay engaged (Khalisha et al., n.d.). It also boosts students' confidence in using the target language.

Overall, language-switching has the potential to improve teaching and learning effectiveness, especially online. Research aims to explore how teachers at Garlint English Course use switching in their online classes and its impact on student understanding and engagement. Understanding these practices can provide valuable insights for educators in developing more effective teaching strategies in the digital age.

Hoffman says changing language happens when people talk informally. It's common among familiar people with shared backgrounds. It's best to avoid it in formal speech, especially with people different from you in social status and formality. Hoffman talks about four types of changing language (Candra & Qodriani, 2019):

a. Inter-Sentential Switching

Some people switch between different languages when they talk. They might speak one sentence in one language and the next in another. To do this, a person needs to know both languages really well.

Example: when a Spanish-English bilingual says:

"I'm going to the store. *Quieres venir conmigo.*"

b. Intra-Sentential Switching

This type of change happens in a short group of words. It involves a switch in a sentence at the word or group of words level.

Example: when a Spanish-English bilingual says:

"*Mi hermano* is coming over for dinner."

c. Emblematic Switching (Tag Switching)

This means adding a word from one language into a sentence in a different language. These words often include common phrases or fillers.

Example: when a Spanish-English bilingual says:

"I can't believe it, *sabes?*"

d. Establishing Continuity with The Previous Speaker

This happens when someone talks in the language of the previous speaker. In places with many languages, people switch between languages to fit in or respect others' language choices.

Example: when a Spanish-English bilingual says:

Speaker A : "Did you see the movie last night?"

Speaker B : "*Si* estuvo incredible."

2. The Function of Code Switching

Research in classrooms with two languages looks at different ways language is used. Some focus on types of language switching, while a few look at how language is chosen and what it shows about the conversation.

In class, the first code-switching is to help students grasp the subjects they learn. When students find hard parts in the text, teachers can explain in their first language. This helps students understand what they learn and the new language. It involves giving grammar help, explaining tough words, and giving language tips to aid understanding.(Bader Alghasab, 2017)

Classroom management is the second purpose of code-switching in the classroom. Teachers change languages for different situations in the classroom. They give instructions in the new language and then say them again in the students' language. This helps students understand better. It also shifts focus from the lesson to other important classroom matters.(Bader Alghasab, 2017)

Using different languages to manage interactions and maintain social connections is the final purpose of code-switching. Studies show that speaking your first language (L1) can make others feel comfortable and friendly, while speaking your second language (L2) might create a more distant connection. Also, teachers and students often switch between languages to build their bilingual identities and not just speak English. It can be awkward to make errors in front of students, so in some cultures, teachers use L1 (Bader Alghasab, 2017).

## Methods

The English instructors at the "GEC" course institute served as the research subjects for this study. The methods of observation and interviewing were employed in this study to obtain data. Researchers employ tools and recording devices to aid in their observation process, which include conducting interviews. Observational researchers do not participate directly in the activities that their research subjects conduct. Research instruments are equipment or facilities that researchers use to gather data in order to facilitate their work and produce better results that are easier to process because they are more exact, comprehensive, and systematic (Arikunto, 2006).

This study will employ descriptive qualitative methodologies, which means a large amount of data must be gathered. Instead of being gathered as statistics or numbers, this information is gathered as data.

Complete data preparation is required of researchers, beginning with the observation process and continuing through data preparation, interviews, interview questions, and other informational materials like movies, images, audio recordings of interviews, and so on. There are five methods for doing data analysis, including:

- a. Search for data
- b. Preparing data for analysis
- c. Read data
- d. Encode data
- e. Write a research report using code (Creswell, 2012)

## Results and Discussion

### 1. Types of Code Switching

#### a. Inter-sentential Switching

Inter-sentential switches, according to Hoffman, are switches that take place in between clauses or sentence boundaries when each phrase or sentence is written in one or more languages (Candra & Qodriani, 2019).

"Let's we do brain-storming! first I have some vocabularies here. *Saya punya beberapa vocab gitu loh ya*. do you see can you see in the screen"

The speaker switches the language from English to Indonesian between sentences in the conversation. The utterances "*Saya punya beberapa vocab gitu loh ya*" belongs to inter-sentential switching because the change happens between sentences boundary.

This switch happens because the speaker wants to emphasize the previous sentence so he changes the code.

The switch here is functioned as classroom management. The speaker wants to help the students understand better so he emphasize it by switching to Indonesian.

#### b. Intra-sentential Switching

Intra-sentential switches, as defined by Hoffman, are those that take place within a clause or sentence border when each clause or phrase is written in one or more languages (Candra & Qodriani, 2019).

"Lesson one we will start from the basic of English *ini dari basic*, basic *jadi kalau kita mulai dari basic ya aku ya*, it's like the employee of *pom bensin mulai dari nol ya, gitu ya* start from 0 from 0 to be hero."

The speaker switches the language from English to Indonesian within a sentence in the dialogue above. The utterance "*ini dari basic*", belongs to intra-sentential switching in phrases within a sentence. This switch happens when the speaker explains that he wants to start the lesson one from the basic therefore after he says that utterance, he switches to Indonesian.

This switch functions to manage interactions and maintain social connections between the speaker and the students (Bader Alghasab, 2017).

#### c. Emblematic Switching (Tag Switching)

This type of code switching, tags, exclamation, and certain set phrases in one language are inserted into an utterance otherwise in another, according to Hoffman (Candra & Qodriani, 2019).

"So we can speak fluently and we can speak easily, *nah untuk* increase or expand our vocabulary"

It can be seen that the speaker switches his language from English into Indonesian in "*nah untuk*" utterances within a sentence and return again into English. The utterance above belongs to emblematic sentence.

#### d. Establishing Continuity with The Previous Speaker

Hoffman claims that this type of code switching takes place in order to carry on

the preceding speaker's speech (Candra & Qodriani, 2019).

S1 : "Ms. Desi, please ask mr. Anton"

S2 : "Mr. Anton"

S3 : "*Tunggu pindahkan ke laptop dulu*"

S1 : "*Oh pindahkan ke laptop*, ok ms. Desi please ask to mr. Anton"

The first speaker (S1) is known changing the language into Indonesian even in the previous utterance he uses English. It is because the third speaker (S3) speaks Indonesian therefore S1 changes the code.

## Conclusion

The study explores the use of code-switching in an online English course by Garlint English Course. It uses a descriptive qualitative methodology, collecting data through observations and interviews. Teachers use various code-switching strategies, including emblematic, intra-sentential, inter-sentential, and building continuity with the preceding speaker. Inter-sentential switching helps clarify ideas, intra-sentential promotes student participation, and emblematic highlights important ideas or cultural allusions. The study ensures seamless transitions and coherence throughout the conversation.

Code-switching turned out to be advantageous in a number of ways. It kept students interested by making complex ideas simple to understand and by giving straightforward directions. Teachers were able to accommodate their students' varied language backgrounds by purposefully transitioning between languages, which resulted in a more welcoming and encouraging learning atmosphere.

This study highlights the benefits of code-switching in digital learning environments, contributing to the conversation on English Language Teaching. Understanding how instructors use code-switching can improve teaching techniques and enhance learning outcomes. Future research should explore its long-term effects on language proficiency and efficacy in different educational contexts.

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