EDUKASI: JURNAL PENDIDIKAN DAN PENGAJARAN
ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

NAVIGATING LANGUAGE ALTERATION: A CASE STUDY ON ENGLISH LANGUAGE TEACHERS' CODE SWITCHING AND MIXING IN CLASSROOM SPEAKING ACTIVITIES

DESTI WULANDAHRI, RIDHA ILMA, AND DETA DESVITASARI
Universitas Islam Negeri Raden Fatah Palembang, Indonesia
Corresponding author: ridhailma_uin@radenfatah.ac.id

Abstract
This research investigated the various types and functions of code switching and code mixing employed by English teachers in teaching speaking activities. Utilizing a qualitative case study approach, the research involved two eleventh-grade English teachers. Data collection was conducted through classroom observations and semi-structured interviews. The data were then analyzed by using thematic analysis, which enabled the researchers to systematically identify, code, and categorize patterns across the data set. As a result of this analysis, the findings regarding the types and functions of code switching and code mixing emerged from recurring themes observed during classroom practices and interviews. The research identified three types of code switching: tag-switching, inter-sentential switching, and intra-sentential switching. Additionally, three types of code mixing were observed: insertion, alternation, and congruent lexicalization. Regarding functions, six functions of code switching were recognized: referential, directive, expressive, phatic, metalinguistic, and poetic. Furthermore, seven functions of code mixing were identified: quotation, addressee specification, repetition, interjection, message qualification, personalization/objectivization, and facilitation of expression. The results indicated that both code switching and code mixing significantly supported students' engagement, understanding, and active involvement in speaking activities. These linguistic strategies allow teachers to manage the classroom effectively and deliver material more clearly by adjusting the language based on students' needs and contexts. This research provided valuable insights for English teachers in multilingual classrooms, particularly in EFL contexts.

Keywords: code mixing; code switching; teaching speaking

Introduction

Speaking represents a basic communicative capacity that allow people to articulate thoughts and share information using spoken language. Brown (1994) described speaking as an interactive process of meaning construction that encompasses the creation, accumulation, and assimilation of knowledge. Huda (1997) also stressed that speaking is an important part of human interaction because people are naturally social beings who use language as their main way to communicate. Recent studies support these theoretical assertions. These assertions are further supported by Hymes's (1972) concept of communicative competence, which posits that effective speaking encompasses not only grammatical knowledge but also the awareness of when and how to communicate appropriately in social contexts. Moreover, Bachman (1990) refines this framework by distinguishing between organisational competence (covering grammatical and discourse aspects) and pragmatic competence (encompassing sociolinguistic appropriateness and illocutionary function), emphasizing that speaking

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

competence involves both structural knowledge and contextual sensitivity. Together, these findings support earlier perspectives by Brown (1994) and Huda (1997), while also expanding the understanding of speaking as a multifaceted communicative practice.

Code switching and code mixing are linguistic phenomena frequently detected in bilingual contexts, especially in classrooms. According to Poplack (1980), efines code switching as the alternation between one or more dialects within a single speech, sentence, or element. She categorized it into three types: tag-switching, inter-sentential switching, and intra-sentential switching. Spolsky (1998) said that code switching happens when bilinguals switch from one language to another while still following the rules of grammar. Bhatia and Ritchie (2012) said that these kinds of switches could be caused by social factors, changes in the topic, or emotional emphasis. These linguistic changes happen naturally in places where people speak more than one language well. Code mixing, on the other hand, is defined by Muysken (2000) ays that code mixing is when you use words, phrases, or morphemes from one language in the same sentence or utterance as another language. This phenomenon encompasses insertion, alternation, and congruent lexicalization. People often use it in casual conversations and in the classroom when they want to make their point clearer or more relevant to the other person. Several recent studies have emphasized the pedagogical value of language alternation. For example, Fithriani et al. (2020) found that Indonesian EFL teachers use code switching and mixing as strategies to clarify instructions and enhance student comprehension.

Similarly, Rengur et al. (2025) reported when employed intentionally and wisely, code-switching supports comprehension, reduces learner anxiety, and builds confidence during lessons, though excessive use may hinder possibilities to use the desired languages and limit fluency development. Furthermore, Cahyani et al. (2016) discovered that Indonesian bilingual educators employ code-switching as a method of translanguaging, intentionally integrating two languages to clarify explanations, foster rapport with students, and deepen their conceptual understanding of the content. Therefore, analyzing the types and functions of code switching and mixing used in teaching speaking can offer important insights into how language alternation supports learning in multilingual classrooms. This study aims to examine those phenomena at one of public senior high school in Palembang as a case study to explore how such strategies were applied by teachers to facilitate students' speaking development and classroom participation.

English teachers frequently employed code switching and code mixing strategies in English as a Foreign Language (EFL) classrooms to support students' comprehension and engagement. Sert (2005) says that code switching can be a useful teaching tool for making instructions clearer and keeping the classroom interactions running smoothly. Similarly, Liebscher and Dailey-O'Cain (2005) says that code switching can be a useful teaching tool for making instructions clearer and keeping the classroom interactions running smoothly. These findings are supported by Puspawati (2022), Puspawati (2022) corroborates these findings, indicating that EFL teachers intentionally employ inter-sentential code switching not only to communicate content and facilitate classroom interaction but also to cultivate interpersonal rapport with students. While code switching and code mixing are recognized for their pedagogical advantages, their precise influence on speaking proficiency is still inadequately examined in Indonesian EFL contexts. Most existing studies focus on general communicative outcomes rather than teaching speaking skills directly. As noted by Ayaz (2017), the occasional application of code switching alongside the target language in classroom instruction was found to enhance learners' oral performance in several ways, including increased fluency, better vocabulary use, message comprehension, and greater psychological ease. However, its influence on accuracy and pronunciation was less evident. These findings indicated that code switching can provide

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

measurable benefits for speaking development, although further exploration is still needed within the Indonesian EFL context. Responding to this research gap, the study aimed to examine (1) What types of code switching and code mixing were employed in teaching speaking? (2) What functions of code switching and code mixing were employed in teaching speaking?. This study seekeed to offer insights into how language alternation techniques contribute to more effective speaking instruction in EFL classrooms.

Literature Review

This literature review establishes the theoretical basis for exploring how English teachers used code switching and code mixing to support speaking instruction in an EFL (English as a Foreign Language) setting. It first looked at language switching as a way to teach, showing how switching between languages could help students understand and interact better in class. It then defined and categorized code switching and code mixing, delineating the primary types recognized by prominent scholars. The review concluded by discussing the communicative functions these practices served in multilingual classrooms. These concepts were central to the present study because they guided the analysis of teachers' language choices and provide the analytical framework—drawing on the typologies of Poplack (1980), Muysken (2000), Appel and Muysken (2006), and Marasigan (1983) for interpreting the data gathered from the participants.

Language alternation as a pedagogical tool

Language alternation, particularly code switching and code mixing, is widely regarded as a useful and strategic pedagogical tool in language instruction, especially in multilingual or EFL (English as a Foreign Language) classrooms. Cook (2001) asserts that switching between the first language (L1) and the target language (L2) can enhance students' understanding of complex or abstract concepts, especially when intentionally utilized by the teacher to promote learning. This method lets teachers help students connect what they already know with the new language skills they need to learn. García and Wei (2014) assert that translanguaging, a more expansive notion of language alternation, empowers students to optimize their linguistic resources, thereby enhancing their comprehension, processing, and engagement with the subject matter in more significant manners. They argue that translanguaging is not merely switching between languages but a pedagogical practice that affirms students' bilingual identities. As a result, using language alternation as a pedagogical tool not only enhances students' comprehension but also fosters inclusive and dynamic learning environments that respect, support, and build upon their bilingual or multilingual capacities.

Types of code switching

Code switching is the act of going from one language to another. Bhatia and Ritchie (2004) assert that code switching may transpire due to an individual's proficiency in multiple languages and the associated variances. Ezeh et al. (2022) clarified that code switching refers to the practice of concurrently interacting in two languages and alternating between them during discourse. Code switching is a linguistic phenomenon in which multiple languages are employed during the learning process to guarantee that students comprehend the instructions and information provided. When people speak more than one language, they often switch between them quickly to get their point across

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

better. Poplack (1980) says that code switching has three types: (1) Tag-code switching is when a bilingual or multilingual person puts together short phrases (tags) from different languages. Tag-code switching includes interjections, idiomatic phrases, tags, and fillers. (2) Inter-sentential code switching is the act of moving from one sentence to another. where one is said in one language and the next in another. (3) Intra-sentential code switching is when you use words or phrases from another language in the same sentence. During inside-sentential code switching, the most common types of words are verbs, adjectives, and adverbs.

Types of code mixing

Code mixing is the act of putting parts of two or more languages into one sentence or conversation. Hoffman (1991) says that code mixing happens when people use words or phrases from one language in another language during conversation, usually to fill in gaps in their vocabulary or make it easier to talk. Fasold (1984) likewise characterizes code mixing as the incorporation of elements (such as morphemes, words, or phrases) from one language during the use of another, frequently indicative of habitual bilingualism. Lastly, "code mixing" is the practice of using more than one language in a sentence without changing the main idea or topic. This process combines phonology, morphology, grammar, and vocabulary. It can happen when a sentence has nouns, affixes, phrases, or clauses from another language in it. When studying multilingual communication, it is important to understand how speakers mix languages to make their points clearer. According to Muysken (2000), there are three types of code mixing: Insertion happens when words from one language are added to another language or to the edge of a word. (2) Alternation happens when the grammatical and lexical structures of two different languages change. One part is completely in one language, while the other part has parts from another language. This kind of code mixing happens in a clause or phrase. (3) Congruent Lexicalization is a type of code mixing where you use phrases from many languages in one sentence and still make sense.

Functions of code switching

Code switching and code mixing both serve different purposes in EFL classrooms, especially when it comes to teaching speaking skills. People use code switching not only to express themselves but also to reach different communication goals. Appel and Muysken (2006) say that code switching has six main purposes: (1) the referential function, which happens when speakers switch codes because they don't know enough words or concepts in one language, often because they think another language is better for certain topics. This shows that they are aware of being bilingual. (2) directive function, which means choosing words that either include or exclude people from a conversation, depending on how well they know the language being used. (3) The expressive function lets speakers show their identity or emotional emphasis. People who are stressed out or want to show they belong often switch languages within the same topic to do this. (4) phatic function, which is used to draw attention to important points in a conversation or to show that the tone has changed. (5) metalinguistic function used when speakers talk about language use or structure, either directly or indirectly. (6) poetic function, which makes speech more beautiful or funny, is often found in bilingual jokes wordplay, or creative expressions that use the differences between two languages.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Functions of code mixing

In linguistic studies, it's very important to understand the different ways that language can be used to communicate. Marasigan (1983) delineates various functions of code mixing: (1) quotation, in which speakers use direct or indirect quotes from themselves or others to make their message more believable and use these quotes as proof that what they say is true. (2) addressee specification, which shows the roles and relationships between people in an interaction, shows that language choice can mean more than just convenience; it can also show relational dynamics and make it clear who the message is meant for. (3) Repetition is when you say the same thing again in a different code to make it clearer, stress a point, or help the listener understand, which can also help them learn a language. (4) interjection, which is used to show strong feelings and make it easier to switch between different language codes ("we" and "they"), makes emotional intent clearer. (5) Message qualification is when you use clauses or phrases to specify things like time, conditions, or manner. This helps make the message's context or structure clearer. (6) Personalization and objectivization show whether a statement shows the speaker's personal opinion, emotion, or direct involvement (personalization), or if it shows a general, factual, or detached view (objectivization). (7) Facility of expression happens when a speaker switches codes because they can't find the right word or because they don't know the language being used. Code mixing is a useful way to keep fluency and communication going.

Methodology

Research design and approach of the research

This study employed a qualitative case research design to examine the application of code-switching and code-mixing in speaking instruction. Creswell and Creswell (2018) assert that case research enables researchers to examine a confined system or activity thoroughly within its authentic context. This research focused on English teaching practices at a of public senior high school in Palembang. The implementation entailed classroom observations and semi-structured interviews to collect data pertinent to the research objectives. The design facilitated an examination of the varieties and functions of code-switching and code-mixing utilized by English educators in their pedagogical practices.

Research site and participants

The research was conducted at a public senior high school in Palembang, involving two English teachers from eleventh-grade speaking classes, chosen through purposive-convenience sampling due to their relevance to the focus on code-switching and code-mixing. According to our observations, both participants were used to code switching and code mixing in the classroom. Each teacher met three criteria for inclusion: they had to have taught English for at least five years (which was confirmed through school records and a screening interview), they had to have the national Sertifikasi Pendidik for English teachers (which the researchers checked), and they had to have used code switching and code mixing consistently, which was defined as deliberately switching between Indonesian and English in at least three of every five speaking lessons in the previous semester (which was confirmed by the department head and teacher self-reports). To protect their identities, Teacher A was a woman between the ages of 35 and 40 who had been teaching for 12 years and had a master's degree in English

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Education. Teacher B was a woman between the ages of 30 and 35 who had been teaching for 9 years and had a bachelor's degree in English Literature. Both of them had the necessary certification. The sample size was limited, yet adequate for this qualitative case study, which prioritized depth over breadth. The repeated observations and interviews yielded comprehensive, detailed data to fulfill the research objectives. This method allowed for a thorough comprehension of their teaching methods and language choices.

Data collection and analysis

Data were collected during the second semester of the 2024/2025 academic year (24 January–24 February, 2025) at a public senior high school in Palembang through six 90-minute non-participant classroom observations (three lessons per teacher) and subsequent semi-structured interviews, adhering to Creswell's (2013, 2014) qualitative case-study methodology. The observations were used to document authentic instances of code-switching and mixing in speaking classes, employing two validated instruments: comprehensive field-note sheets and an observation checklist modified from Poplack (1980) and Muysken (2000), both evaluated by two senior English-education lecturers for content validity. The interviews, conducted in Indonesian after the final observation in a quiet school meeting room, lasted 30–40 minutes each and followed a 34-item open-ended protocol adapted from Poplack (1980), Appel & Muysken (2006), Muysken (2000), and Marasigan (1983), pilot-tested with a non-participant teacher to ensure clarity. All recordings were transcribed verbatim and subjected to Creswell's six-step thematic analysis: organizing and reading the data, open coding of language-alternation events, clustering codes into categories, generating themes in accordance with the frameworks of Appel & Muysken (2006) and Marasigan (1983), presenting themes with illustrative quotations, and interpreting them in relation to the research questions. Credibility was enhanced via methodological triangulation of observational and interview data, alongside member checking, where teachers evaluated and validated their transcripts and the precision of interpretations.

Findings

The results were presented in two main sections, in accordance with the goals of this study. The first part talks about the different kinds of code switching and code mixing that English teachers use when they teach speaking, which is what the first goal was. The second part went into more detail about how these language switching strategies help teach speaking, which was in line with the second goal. Each finding was substantiated by observational data and interview excerpts, systematically arranged in tables to improve clarity and coherence. The data presentation was additionally classified according to the teaching phases (pre-, during-, and post-activities) to facilitate a thorough analysis of classroom language utilization.

Types of code switching and code mixing

This section presents the types of code switching and code mixing used by the teachers during speaking instruction. The analysis was based on classroom observations and teacher interviews. The classification of code switching follows Poplack (1980), while code mixing follows Muysken (2000).

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Table 1. *Types of Code Switching*

No	Themes	Codes		Utterances	Phases
1	Tag-switching	a.	Employed Indonesian tags within English utterances and vice versa to draw students' attention.	"Hello Aisyah, *are you semangat hari ini?*"	Pre-activity
		b.	Employed the Indonesian tag within an English utterance and opposite to get verification or approval from the students.	"Today, we're going to learn about expressions of giving commands, *yah*."	Whilst-activity
2	Inter-sentential Switching	a.	Provided directions and classroom organization in English, followed by Indonesian.	"I want you to give commands to each other. *Menghadap ke teman sebangku masing-masing dan kasih mereka perintah*."	Pre-activity
		b.	Greeted students and checked their condition before beginning speaking class activities.	"Everyone! How are you today? *Apa kabar kalian semuanya?*".	Whilst-activity
3	Intra-sentential Switching	a.	Switched languages to provide additional explanations and feedback.	"*Okay*, hari ini kita akan belajar tentang *expression of giving command*."	Pre-activity
		b.	Switched languages to control speaking engagements in the classroom.	"Kita mulai dari *simple commands* dulu ya."	Whilst-activity

Based on the observational data, three types of code switching were identified in the classroom: tag-switching, inter-sentential switching, and intra-sentential switching. Tag-switching was evident when teachers added simple tags like "ya" or "okay" to gain attention or confirm student understanding, often inserting Indonesian tags within English utterances and vice versa to seek student approval. This was confirmed through interviews, where one teacher stated, *"I frequently use the word 'okay!' in class to attract students' attention or to confirm their agreement"* (YA). Inter-sentential switching occurred when teachers provided directions or classroom instructions in English and followed them with Indonesian to ensure clarity, and was also used to greet students at the beginning of the lesson. One teacher explained, *"After giving instructions in English, I follow up with an explanation in Indonesian so they can grasp the meaning more easily"* (S). Intra-sentential switching involved alternating languages within a single sentence to provide explanations or guide classroom interaction, as confirmed by a teacher who said, *"I will say a command, dan kalian akan mengikuti perintah itu," to clarify expectations* (S).

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Table 2. *Types of Code Mixing*

No	Themes	Codes	Utterances	Phases
1	Insertion	a. Mixed the language by inserting English phrases into Indonesian utterances and vice versa in order to excite students.	"Hello Aisyah, are you *semangat* hari ini?"	Pre-activity
		b. Mixed the language by inserting English phrases into Indonesian utterances and vice versa in order to elucidate complicated concepts while speaking classroom directions or tasks.	'Baiklah, *prepare* kelompoknya masing-masing."	Pre-activity
2	Alternation	a. Combined English and Indonesian utterances and vice versa to communicate instructional subject.	"*Expressing of giving command* itu artinya memberi perintah atau menyuruh seseorang melakukan sesuatu *and these are the examples.*"	Pre-activity
		b. Mixed English-Indonesian utterance and the opposite in order to excite pupils while summarizing the learning outcomes.	"*Commands are everywhere actually. Keep practicing,* biar kalian bisa *giving commands confidently in any situation."*	Post-activity
3	Congruent lexicalization	Combined English utterance within Indonesian utterance and vice versa to make seamless blending of Indonesian-English parts	"Good, kamu *read* dengan sangat *okay*." "Don't make a noise dan *perhatikan temannya di depan*."	Whilst-activity

Additional details of the themes above are given below. We had found that teachers mixed the language by inserting English phrases into Indonesian utterances and opposite in order to excite students, and mixed the language by inserting English phrases into Indonesian utterances and vice versa in order to elucidate complicated concepts while speaking classroom directions or tasks. In interviews, teachers confirmed: *"When I say, 'Baiklah, prepare kelompoknya masing-masing,' the insertion of this English phrase provides clear and direct instructions."* (YA). We had found that teachers combined English and Indonesian utterances and vice versa to communicate instructional subject, and mixed English-Indonesian utterance and the opposite in order to excite pupils while summarizing the learning outcomes. One teacher explained: *"Saya sangat suka Burger, it is my favorite food," showing how alternating between languages supports fluency and understanding."* (YA). We found that teachers combined English utterance within Indonesian utterance and vice versa to make seamless blending of Indonesian-English parts. This created a fluid classroom interaction and was supported by the teacher's statement: *"Please turn off the lights sebelum keluar. In this way, students practice using English within Indonesian structures."* (YA).

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Functions of code switching and code mixing

Based on the analysis of the collected data, we also revealed that the teachers used six functions of code switching during the teaching of speaking. The descriptions of the results were described as follows:

Table 3. *Functions of Code Switching*

No	Themes	Codes	Utterance	Phase
1	Referential function	a. Utilized code switching to explain difficult terminology or keywords to students, clarifying unfamiliar topics. b. Utilized code switching to assist students connect prior Indonesian knowledge to new English expressions in order to improve topic comprehension.	"*Command is an instruction given to someone to perform a specific action or task.* Kalian bisa baca sendiri list contoh dari command yang ada di papan ya." *"I teach students to identify key words... and relate them to the material"* (S)	Whilst-activity Interview
2	Directive function	a. Implemented code switching to verify that students understood classroom directions. b. Used code switching to include or exclude individual students from classroom tasks in order to control participation and engagement.	"*Okay, now I want Ricky with his partner to perform first.* Tolong yang lain jangan ribut selagi temannya tampil di depan." *"Pempek adalah makanan paling enak... but I think we should hear... from Aisyah"* (YA)	Whilst-activity Interview
3	Expressive function	a. Employed code switching to convey emotional responses or encouragement in order to engage students emotionally. b. Used code switching to express personal emotions or identity.	"*Jujurly you look so funny*, ini ceritanya kamu jadi ultramen yang lagi nari, yah?" *"Code-switching helps me express my identity... and makes students feel comfortable"* (S)	Post-activity Interview
4	Phatic function	a. Utilized code-switching to emphasize a task's priority or to effectively regulate classroom tone. b. Employed code-switching to accentuate key points and express a shift in tone when giving directions.	"*Please write the conversation on your notebook.* Dicatat di catatannya masing-masing ya." *"Silakan baca dulu materi... and I want to emphasize..."* (Y)	Whilst-activity Interview
5	Metalinguistic function	a. Employed code switching to clarify instructional language while emphasizing the structure or goal of classroom discussions during speaking exercises. b. Employed code switching to comment on and explain	"*Great! But today we will have a new material about asking and giving opinion.* Sekarang mam bakal tulis di papan materinya ya." "Niken, *'must'* itu dibacanya /mʌst/ bukan 'mus'."	Whilst-activity

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

		students' language use in order to develop their linguistic awareness.		Whilst-activity
6	Poetic function	Used code switching to create humour and playfulness in order to entertain and improve engagement.	"*Jujurly you look so funny*, ini ceritanya kamu jadi ultramen yang lagi nari, yah?"	Post-activity

Additional details of the themes above are given below. Based on the data of observation, we found that teachers utilized code switching to explain difficult terminology or keywords to students, clarifying unfamiliar topics. Interviews also showed that the teacher used referential function to help students connect prior Indonesian knowledge to new English expressions, improving topic comprehension: *"I teach students to identify key words... when they don't know the meaning... relate it to the material being discussed."* (S). This function helped bridge understanding gaps. We had found that teachers used code switching to verify that students understood classroom directions. Interviews confirmed that teachers used directive function to include or exclude students from tasks to control participation: *"For example... I might say, Pempek adalah makanan paling enak... but I think we should hear... from Aisyah."* (YA). This function maintained order and engagement. Teachers also used code switching to convey emotional responses or encouragement, engaging students emotionally. The interview confirmed the expressive function helped express identity and emotions: *"Code-switching helps me express my identity... makes students feel comfortable and engaged."* (S). We found that teachers utilized code switching to emphasize task priority or regulate classroom tone. Interview confirmation supported the phatic function to highlight key points: *"I might say, Silakan baca dulu materi... and I want to emphasize..."* (YA). We also found that teachers employed code switching to clarify instructional language and explain students' language use. Interview data supported the metalinguistic function to build linguistic awareness*: "I often use code-switching to comment on the language... such as vocabulary expansion."* (S). Lastly, teachers used code switching to create humour and playfulness, enhancing engagement. Interviews showed that the poetic function helped create a relaxed atmosphere with humor*: "Don't worry, if you make a mistake... we can just say it's 'the new Palembang language'!"* (YA).

Functions of code mixing

Based on the analysis of the collected data, we also revealed that the teachers used seven functions of code mixing during the teaching of speaking. The descriptions of the results were described as follows.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Table 4. *Fnctions of code mixing*

No	Themes	Codes	Utterances	Phases
1	Quotation	a. Employed code mixing as a quotation function to make speaking lessons more interesting and real for students by quoting well-known phrases from popular culture.	*"Just do it!"*	Whilst-activity
		b. Utilized code mixing as a quotation function to connect language theory to practical language use.	*"You should practice speaking every day."* (S)	Interview
2	Addressee specification	Utilized code mixing as an addressee specification function to customize their language to specific students or the entire class based on comprehension and engagement.	"*Good*, kamu *read* dengan sangat *okay*."	Whilst-activity
3	Repetition	a. Employed code mixing as a repetition technique to reinforce essential concepts or instructional statements.	"*Great!* kita mulai *with something simple*."	Whilst-activity
		b. Used code mixing as a repetition function to reuse and remember previously taught sentences during instruction.	*"I often say the same thing in both English and Indonesian to make sure they get the point, especially when it's a new term."* (YA)	Interview
4	Interjection	Used code mixing as an interjection function to provide emotional support to students, resulting in an engaging and pleasurable teaching atmosphere.	"*Great*! kita mulai with something simple." *Very good!* Sekarang, siapa yang mau kasih mam satu contoh untuk temansebangku kalian?"	Post-activity
5	Message qualification	a. Used code mixing as a message qualifying function to ensure comprehension during instructive activities.	"*Okay, thank you, jadi modal verb* itu adalah kata kerja bantu yang digunakan untuk mengungkapkan *ability* yaitu kemampuan, *possibility* kemungkinan, *permission* izin, *obligation* kewajiban, dan yang terakhir *suggestion* saran."	Whilst-activity
		b. Use code mixing as a message qualification function to explain complicated concepts in an organized manner.	*"After giving an instruction in English, I usually explain the term in Indonesian so students are not confused."* (S)	Interview
6	Personalization and objectivization	a. Used code mixing as a customizing tool to express personal viewpoints, emotional reactions, or	"Perfect! Now, *siapa yang bisa* give another example of negative command?."	Whilst-activity

			spontaneous subjective comments.		
		b.	Used code mixing as an objectivization function to convey factual information, definitions, or common understanding that can be broadly validated.	"*Open your book on page seventy-four,* bisa dilihat disana *the material about modal verb.*"	Whilst-activity
7	Facility of expression	a.	Employed code mixing as a means of communication to communicate concepts, or found English expression more appropriate and fluent.	"*Be careful* lihat dulu sebelum ngobrol beneran bule atau nanti malah bulepotan."	Post-activity
		b.	Utilized code mixing as an expression function to test and provide feedback on students' speaking expressions or performances.	*"Sometimes using English terms is just easier, especially when giving praise or short instructions."* (YA)	Interview

Additional details of the themes above are given below. We had found that teacher employed code mixing as a quotation function to make speaking lessons more interesting and real for students by quoting well-known phrases from popular culture, and to connect language theory to practical use. As stated in the interview: *"You should practice speaking every day."* (S). These quotations supported expression legitimacy and exposed students to authentic English. Teachers also utilized code mixing as an addressee specification function to customize their language to specific students or the class, based on comprehension and engagement. Interview confirmation: *"When talking directly to one student or a group, I adjust my speech by mixing languages so they feel more involved."* (S). Code mixing was also used as a repetition technique to reinforce essential concepts and recall previously taught sentences, as confirmed: *"I often say the same thing in both English and Indonesian to make sure they get the point, especially when it's a new term."* (YA). Teachers used code mixing as an interjection function to provide emotional support and create an enjoyable classroom atmosphere: *"I use words like 'Great!' or 'Nice!' in between my Indonesian to make it feel more natural and keep the energy high."* (S). As a message qualification function, it was used to explain concepts clearly during instruction: *"After giving an instruction in English, I usually explain the term in Indonesian so students are not confused."* (S). For personalization and objectivization, teachers used code mixing to express personal views and provide factual content, such as: *"Perfect! Now, siapa yang bisa give another example…"* and *"Open your book on page seventy-four, bisa dilihat disana the material about modal verb."* Teacher clarification: *"Sometimes, I want to show my personal view or warn students in a friendly way while still teaching language use."* (YA). Lastly, code mixing served as a facility of expression to deliver meaning smoothly or provide feedback: *"Be careful lihat dulu sebelum ngobrol beneran bule…"* and *"Sometimes using English terms is just easier, especially when giving praise or short instructions."* (YA).

Discussion

This study examined the types and functions of code-switching and code-mixing employed by English teachers in teaching speaking, identifying three categories of code-switching—tag, inter-sentential, and intra-sentential—and three categories of code-mixing—insertion, alternation, and

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

congruent lexicalization. These strategies were used before, during, and after activities to help students understand, keep them interested, and make the classroom a welcoming place. Intra-sentential switching was the most common type of switching, especially when teachers were explaining difficult ideas or giving detailed instructions. This is in line with what Purwanto and Aimah (2019) found: that Indonesian EFL lecturers use intra-sentential switching to make things clearer and get past communication problems. Also, insertion-type code mixing was common when teachers mixed English with Indonesian to keep students interested. This supports Novitasari et al. (2021), who found that insertion mixing lowers anxiety and boosts oral confidence. Teachers used code switching for referential, directive, expressive, phatic, metalinguistic, and poetic purposes. Code mixing, on the other hand, was used for quoting, specifying the addressee, repeating, interjecting, qualifying a message, personalizing/objectivizing, and making it easier to express oneself. These results corroborate the assertions of Patmasari and Agussatriana (2019), who highlight that intentional alternation strengthens essential concepts, encourages engagement, and enhances understanding. Overall, the results confirm that language alternation is not a sign of teacher inadequacy but a deliberate pedagogical strategy to scaffold learning and improve students' speaking performance, aligning with Taufiq et al. (2022) who reported that strategic code switching fosters confidence and active participation.

The results had significant consequences for various stakeholders. For professionals, English teachers in multilingual environments can utilize code switching and code mixing as deliberate scaffolding techniques to explain instructions, illustrate genuine bilingual communication, and relieve students' anxiety. Because of this, professional development programs should teach people how and when to switch languages without reducing their exposure to the target language. The results indicated that curriculum and materials designers should include clear guidelines and bilingual resources—like glossaries, speaking prompts, and lesson plans—that incorporate language alternation throughout various stages of teaching. School administrators and policymakers can endorse these practices by acknowledging code-switching and mixing as legitimate pedagogical strategies and by aligning assessment standards and classroom language policies to promote their strategic application. Further researchers may expand upon this study by investigating the enduring effects of language alternation on students' speaking accuracy and fluency, comparing results across different grade levels or regions, and utilizing longitudinal or mixed-method approaches to assess developmental impacts over time.

This study has several limitations, despite its contributions. The participant group was limited, comprising only two certified English teachers from a single public senior high school in Palembang, thereby constraining the generalizability of the findings to other contexts. The data collection occurred over a single academic semester (24 January–24 February, 2025), suggesting that extended observation periods could uncover seasonal or curriculum-related fluctuations in language alternation. The qualitative case study analysis emphasized depth rather than breadth, utilizing classroom observations and self-reported interviews, which may introduce interpretative bias despite the implementation of triangulation and member checking. Moreover, the study concentrated exclusively on speaking classes, indicating that patterns of code-switching and code-mixing may vary in other language skills or subject domains. Recognizing these limitations establishes a basis for subsequent research to replicate or expand the findings in more extensive contexts with larger, more heterogeneous participant cohorts.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Conclusion and Recommendations/Implications

From the research and analysis, we can conclude that English teachers used code switching and code mixing as useful ways to help students understand, participate, and feel more confident when speaking. The identified types of code-switching encompass inter-sentential, intra-sentential, and tag switching, whereas the observed types of code-mixing include insertion, alternation, and congruent lexicalization. Every type was used at a different point in the lesson—before, during, and after—to serve a specific purpose in terms of communication and teaching.

The teachers used code switching for teaching, giving directions, and talking to each other, while code mixing was used to keep people's attention, stress content, and help people understand. These uses were based on the situation and showed that the teachers made a strategic choice to get the best learning results during speaking activities. The application of both language strategies corresponded with the actual classroom dynamics in EFL settings where linguistic adaptability is crucial. This study confirms that language alternation is not indicative of linguistic deficiency but rather a pedagogical tool that improves speaking instruction when employed correctly.

To improve the effectiveness of English language instruction, particularly in speaking, it is recommended that teachers continue to actively develop their use of code switching and code mixing as instructional strategies. Professional development programs should be implemented to help teachers understand when and how to apply these strategies effectively, ensuring they complement rather than replace target language exposure. Teachers should explore a variety of code switching and code-mixing techniques to accommodate the linguistic diversity and abilities of their students, creating a more accessible and engaging classroom environment that fosters student confidence and active participation in speaking activities.

Educational institutions should consider integrating training on code switching and code mixing into teacher development programs, particularly focusing on how these strategies can clarify meaning, reduce students' anxiety, and encourage active participation in speaking activities. For curriculum designers, the findings suggest incorporating explicit guidelines on when and how teachers can alternate languages during pre-, whilst-, and post-speaking activities. In terms of materials development, bilingual teaching resources such as glossaries of key terms, speaking prompts with mixed-language scaffolding, and lesson plans that model effective alternation strategies should be provided to help teachers implement these practices systematically. Finally, future research should look into the long-term impacts of code switching and mixing on students' language development and speaking skills. This could provide deeper insights into effective practices and allow for continuous improvement in the integration of these strategies in language teaching. By addressing these recommendations, educators can further enhance the learning experience and outcomes for students in EFL contexts.

Disclosure statement

No potential conflict of interest was reported by the authors.

Acknowledgments

All participants and educational personnel deserve to be thanked for their time and insights in making this research a success.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

References

Ayaz, A. D. (2017). The effects of teacher code-switching on EFL learners' speaking skill. *International Journal of Language Academy, 5*(4), 237–245. https://doi.org/10.18033/ijla.3619

Appel, R., & Muysken, P. (2006). *Language contact and bilingualism*. Amsterdam University Press.

Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.

Bhatia, T. K., & Ritchie, W. C. (2004). *Social and psychological factors in language mixing*. Blackwell Publishing.

Bhatia, T. K., & Ritchie, W. C. (2012). *The handbook of bilingualism and multilingualism* (2nd ed.). Wiley-Blackwell.

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Prentice Hall Regents.

Cahyani, H., de Courcy, M., & Barnett, J. (2016). Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism, 21*(4), 465–479. https://doi.org/10.1080/13670050.2016.1189509

Cook, V. (2001). *Second language learning and language teaching (3rd ed.)*. Oxford University Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. SAGE Publications.

Ezeh, N. G., Umeh, I. A., & Anyanwu, E. C. (2022). Code switching and code mixing in teaching and learning of English as a second language: Building on knowledge. *English Language Teaching*, *15*(9), 106–113. https://doi.org/10.5539/elt.v15n9p106

Fasold, R. (1984). *The sociolinguistics of society*. Basil Blackwell.

Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019, July 3–4). *Using Facebook in EFL writing class: Its effectiveness from students' perspective* [Conference paper]. *The 2nd Annual International Conference on Language and Literature (AICLL 2019)*, Medan, Indonesia. *KnE Social Sciences*, 3(19), 634–645. https://doi.org/10.18502/kss.v3i19.4892

García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. https://doi.org/10.1057/9781137385765

Hoffman, C. (1991). *An introduction to bilingualism*. Longman.

Huda, N. (1997). *A national strategy for English language teaching*. Penerbit IKIP Malang.

Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269–293). Penguin.

Liebscher, G., & Dailey-O'Cain, J. (2005). Learner code-switching in the content-based foreign language classroom. *The Modern Language Journal, 89*(2), 234–247. https://doi.org/10.1111/j.1540-4781.2005.00277.x

Marasigan, E. (1983). *Code switching and code mixing in multilingual societies*. Linguistic Society of the Philippines.

Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge University Press.

Patmasari, A., & Agussatriana, A. (2019). Function of code switching performed by the EFL teachers in classroom interaction. *ELS Journal on Interdisciplinary Studies in Humanities, 2*(3), 465–476. https://doi.org/10.34050/els-jish.v2i3.7955

Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics, 18*(7–8), 581–618. https://doi.org/10.1515/ling.1980.18.7-8.581

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 2 | December 2025|

Puspawati, I. (2022). Teachers' use of code switching in EFL classroom and its functions. *Journal of Foreign Language Teaching and Learning*, 7(2), 123–135. https://doi.org/10.18196/ftl.3128

Purwanto, B., & Aimah, S. (2019). Teachers' code switching used by Indonesian lecturers in EFL classrooms. *Advances in Social Science, Education and Humanities Research: Proceedings of the UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*, 259–266. https://doi.org/10.2991/eltlt-18.2019.52

Rengur, Z. A., Putri, P. A., Fatima, F., Mansur, N., Zulfikri, Z., Kuliahana, A., & Fatimawali, F. (2025). *Code-Switching in EFL classrooms: A tool for comprehension or a hindrance in fluency*. Datokarama English Education Journal, 6(1), 68–78. https://doi.org/10.24239/dee.v6i1.121

Sert, O. (2005). The functions of code-switching in ELT classrooms. *The Internet TESL Journal, 11*(8). http://iteslj.org/Articles/Sert-CodeSwitching.html

Spolsky, B. (1998). *Sociolinguistics*. Oxford University Press.

Taufiq, M. A., Eka Putri, R., & Asmawati, A. (2022). Code-Switching: A Strategy to Increase Students Participation in EFL Classroom Interaction. *Journal of Educational Management and Strategy, 1*(2), 170–175. https://doi.org/10.57255/jemast.v1i2.218