CODE SWITCHING IN ONLINE LANGUAGE TEACHING: EXPLORING ITS TYPES AND FUNCTIONS

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ABSTRACT

This study investigates the types of code-switching as categorized by Poplack and analyzes their functions in the context of online language teaching. Employing a qualitative approach, the study utilized classroom observations and teacher interviews to investigate the types and functions of code-switching. Five recorded online English lessons were analyzed to identify patterns of code-switching, and a semi-structured interview with the teacher provided insights into the rationale behind its use. Findings revealed that intra-sentential code-switching was the most frequently used, followed by inter-sentential and tag-switching. In addition to these patterns, the study also identifies their main functions. The primary functions of code-switching include facilitating curriculum access, managing the classroom, and fostering interpersonal connection. While these findings align with Alghasab's framework, some instances fall outside these categories suggesting the presence of additional functions that require further investigation. These findings indicate that code-switching serves a broader range of pedagogical purposes in virtual classrooms, highlighting the need for further exploration.

A. INTRODUCTION

The use of English in English teaching and learning activities greatly affects students' ability to use English. Auerbach, as cited by Taufiq et al., (2022), supports the idea that English is best taught using the language itself. It is also supported by Asyhar (2019) that states since language learners can gain genuine exposure, using the target language in social situations is actually a positive input for them. Students' vocabulary, grammar, pronunciation, and general fluency all improve when English is used consistently in the classroom (Robah & Anggrisia, 2023). Students who have constant exposure to English are better able to internalize sentence patterns, idioms, and contextual usage, which eventually improves their communication abilities and self-assurance when expressing themselves. Additionally, by encouraging critical thinking, problem-solving skills, and adaptability in academic and

professional contexts where English is extensively used, it enhances their overall learning outcomes. Students' language skills improve when they actively participate in a variety of classroom activities, which improves retention and fosters long-term mastery (Gray & Diloreto, 2016).

In contrast, even though learners are motivated and have strong English skills, passive participants in English courses are often silent during class discussion. They find it difficult to retell or rewrite the text even if they understand the content due to their limited vocabulary and fear of criticism (Taufiq et al., 2022). These difficulties become even worse in online learning settings, where students frequently encounter difficulties in comprehending learning materials (Efriana, 2021). In light of these challenges, students' difficulties in understanding learning materials and expressing themselves in English highlight the need for effective teaching strategies. Thus, teachers must find approaches that not only engage passive learners but also help them overcome their fear of making mistakes and their struggles with vocabulary limitations (Garrett, 2008).

One potential solution to this issue is code-switching, which has been identified as a valuable teaching strategy that can support student comprehension and participation. Sultana & Gulzar (2010) found that code-switching allows teachers to bridge language gaps, making it easier for students to grasp complex concepts while feeling more confident in their communication. Poplack, as cited in Koronkiewicz (2018), says that a bilingual phenomenon known as "code-switching" is the smooth transition between languages during a discussion. Gardner-Chloros cited in Foster & Welsh (2021) argues that code-switching is a typical sociolinguistic occurrence in multilingual societies where interlanguage communication takes place. Furthermore, Poplack (cited in Suhardianto & Afriana, 2022) divides code-switching into three types: (1) inter-sentential code-switching, (2) intra-sequential code-switching, and (3) tag-switching. Inter-sentential code-switching is code-switching at the level of clauses and sentences. An example of this type of code-switching is as follows:

"*Hei ayo makan*, I am starving."

In this sentence, the switch from Indonesian to English was carried out at the sentence level. Utterance "*Hei ayo makan*." (Hei, let's go eating) It is a whole sentence, as is the saying "I am starving." It is an entire sentence in English. In contrast, intra-sentential code-switching takes place within a single sentence, where elements from two languages are combined (Rasyidah, 2015). An example of this type is:

"*Kamu mau tidur di* my room *atau di* living room?"

In this example, the phrases 'my room' and 'living room' are in English, while the rest of the sentence is in Indonesian. Since these English phrases are embedded within an otherwise Indonesian sentence, this instance exemplifies intra-sentential code-switching. The third type, tag-switching, is structurally similar to intra-sentential code-switching but differs in that it involves the insertion of short expressions, such as tags or exclamations, from one language into another. Unlike intra-sentential code-switching, which integrates longer linguistic elements, tag-switching typically consists of brief interjections or discourse markers. An example of this type is:

"You take my money, *kan*?"

The word "*kan*?" The example above is a short Indonesian expression inserted into an English sentence. Word "*kan*" self serves as a confirmation of the previous statement, similar to the question tag in English.

Code-switching also has several functions that can help with teaching and learning activities (Pauzan, 2024). According to Alghasab (2017), there are three functions that exist when using Code-Switching in teaching: (1) for curriculum access in order to improve students' comprehension of the subject matter, including the language and content explanations, by negotiating and clarifying the meaning of written texts; (2) for managing the classroom; (3) to maintain social relationships and deal with several identities in interpersonal relationships. Related to these functions, a study by Zaghlool & Altamimi (2023) found that code-switching enhances classroom interaction, creating a more engaging and dynamic learning environment. However, their research was limited to in-person instruction and did not address online or virtual-based classrooms. To fill this gap, the present study aims to investigate the types of code-switching used in virtual classrooms and examines their pedagogical functions in online English teaching. Furthermore, it seeks to provide insights into the practical benefits of code-switching as a teaching strategy in digital learning contexts.

B. METHOD

This study employed a qualitative descriptive research design, which aims to document phenomena as they naturally occur (Teherani et al., 2015). This approach is appropriate as it allows for an in-depth exploration of how code-switching occurs in real classroom interactions, providing a comprehensive understanding of its pedagogical functions. The study specifically examines the use of Code-Switching as a teaching strategy in virtual classrooms at Central Course, an English course in Pare Kediri. The data collection process involved three techniques: observation, interviews, and documentation (Taherdoost, 2021). First, five video recordings of virtual classes were analyzed to identify the types of Code-Switching used by the teacher, such as inter-sentential, intra-sentential, and tag-switching (Martiana, 2013). Second, semi-structured interviews were conducted with the teacher to verify the functions of Code-Switching in the classroom, particularly in relation to curriculum access, classroom management, and interpersonal relationships (Bader Alghasab, 2017). Finally, documentation techniques, including audio and video recordings, were used to supplement the data collected from observations and interviews (Aini et al., 2018; Yasin et al., 2024). To enhance credibility and validity, the researcher applied triangulation by cross-referencing findings from multiple sources. The data were analyzed using Miles & Huberman's (as cited in Sugiyono, 2018) framework, which consists of three stages: data reduction, data display, and data verification. These steps ensured a systematic and comprehensive analysis of the use and functions of Code-Switching in the virtual classroom.

C. FINDINGS AND DISCUSSION

This study investigates the types of code-switching used in virtual classrooms and analyzes their pedagogical functions in online English teaching. The findings reveal that intra-sentential code-switching is the most frequently employed type, followed by inter-sentential and tag-switching. Each type serves distinct pedagogical functions, including facilitating curriculum access, managing the classroom, and fostering interpersonal connections. The following sections present a detailed discussion of the Types of Code-Switching and the Functions of Code-Switching observed in the study.

1. Types of Code-Switching

The data presented below were obtained through the systematic observation and analysis of five recorded online class sessions. These sessions were carefully examined to identify the types of code-switching used by the teacher during instruction. The frequency of each type of code-switching observed in the study is summarized in the following table.

Table 1. The Frequency of Code-switching Types

Type	Quantity
Inter-Sentential	103
Intra-Sentential	140
Tag-Switching	42
Total	285

Table 1 shows that intra-sentential switching was the most frequently used type of code-switching, with 140 occurrences, followed by inter-sentential switching (103 occurrences) and tag-switching (42 occurrences). These results indicate that the teacher primarily alternated between languages within a single sentence rather than switching between sentences or inserting short phrases from another language. This result aligns with Poplack's (1980) theory, which states that proficient bilingual speakers tend to use intra-sentential switching more frequently due to their ability to blend linguistic structures naturally. This suggests that the teacher frequently alternated between languages within a single sentence, seamlessly integrating linguistic elements to enhance communication and maintain the flow of discourse. This finding is supported by Leo & Sudarmawan (2022) who also state that inter-sentential code-switching was the second most common code-switching found in their research. This type of switching may have been used to emphasize key points, clarify explanations, or provide reinforcement in another language.

In contrast, tag-switching (42 occurrences) was the least frequent, indicating that the use of brief insertions such as discourse markers or short phrases from another language played a more limited role in the teacher's speech. This discovery is also supported by Dinata et al., (2024) who found that tag-switching was the least finding of code-switching. The relatively lower frequency suggests that tag-switching was not a primary strategy employed for instructional purposes. To provide a clearer depiction of these findings, the following transcriptions illustrate specific instances of each type of code-switching observed in the recorded lessons. These examples highlight the teacher's strategic use of language alternation and its potential impact on instructional effectiveness in the virtual classroom.

Inter-sentential code-switching
Inter-sentential code switching is characterized by the switching of language at the level of sentences or clauses (Fanani & Ma'u, 2018). The following examples from the classroom interactions illustrate this phenomenon.

The teacher states: "Seriously this is your first time? *Saya nggak buka kamera dulu ya, saya nunggu temen-temen yang lain lengkap dulu*." (I will not open my camera; I am waiting for other friends to complete first).

The above quote from the teacher is an example of inter-sentential code-switching. The teacher begins with a sentence "seriously this is your first time?" using English and then switching to Indonesian "*saya nggak buka kamera dulu ya, saya nunggu temen-temen yang lain lengkap dulu*." (I will not open my camera; I am waiting for other friends to complete first). The teacher uses English in one sentence and then changes to Indonesian at the sentence level.

The following is another example of a conversation spoken by a teacher is the inter-sentential code-switching type:

The teacher states: "Where are you guys from? *Rata-rata temen-temen ini dari mana*?" (Where are you from?).

Similar to the previous example, the teacher begins with an English sentence, "Where are you guys from?" and then switches to Bahasa Indonesia at the sentence level with "Rata-rata temen-temen ini dari mana?" (Where are you from?).

Intra-sentential code-switching
Intra-sentential is another type initiated by Poplack (1980). The difference between this type and the previous type is the form of code-switching itself. In the previous type, code-switching occurs when the first language and second language are at the level of a clause or sentence, while intra-sentential code-switching occurs in a single sentence (Amrullah et al., 2023). When linguistic structures from both languages are seamlessly blended together in a single sentence, this kind of code-switching is observable. An illustration of code-switching within sentences is:

The teacher states: "*Afida dari malang mana* you?" (Afida, which Malang are you from?).

The above sentence is a form of intra-sentential code-switching used by teachers. This sentence is almost entirely in Indonesian "*Afida dari Malang mana*?" (Afida, which Malang are you from?). However, the teacher inserted one word in English, namely "You." The insertion of one English word into an Indonesian sentence gives rise to an intra-sentential code-switching type in this sentence.

The teacher states: "*Kalo nggak ya kita* save for tomorrow." (If not, we save for tomorrow).

Different from the previous example where almost all sentences use Indonesian and only one word uses English, in this sentence, the comparison of the number of words using English and Indonesian is almost balanced. However, this sentence is still considered a form of intra-sentential code-switching type because the code switching is in one sentence. Teachers start by using Indonesian "*Kalo nggak ya kita . . .*" (If not, we . . .) Then continue using English " . . . save for tomorrow."

Tag-switching
This type is similar to intra-sentential code-switching. What distinguishes this type from intra-sentential is that tag switching occurs when there is a short expression (tag) from one language to a speech that is entirely in a different language. Usually, the short phrase is an interjection (Khalisha et al., 2021; Tati et al., 2020). In` contrast to intra-sentential code-switching, which incorporates several linguistic components into a single phrase, tag switching entails quick insertions that don't change the sentence's general structure. Among the instances of tag switching are:

The teacher states: "*Nah*, thanks so much for responding me."

At first glance, there is no code-switching at all in the example speech above if it is not distinguished from italics. The word "*Nah*" in the example above is a form of Indonesian interjection. The existence of short expressions in speech that almost entirely use English makes this speech an example of tag switching. When a speaker skilfully incorporates a brief term or tag from one language into a statement that is otherwise in another, this phenomenon is evident. Another illustration is:

The teacher states: "*Ada dia laki-laki sama dia perempuan*, okay?" (There are he and she, okay?).

In this example, the teacher primarily uses Indonesian: "*Ada dia laki-laki sama dia perempuan . . .*" (There are he and she . . .). However, the teacher then adds the English phrase "*. . . okay?*" as an exclamation. This instance is classified as tag switching. Although it shares similarities with intra-sentential switching, it falls under tag switching because the language change occurs only in a short expression rather than within the sentence structure.

2. Functions of code-switching
The code-switching functions that form the basis of this research are those proposed by Alghasab, as explained earlier. This study also found alignment between Alghasab's code-switching functions and those used by the teacher who was the subject of the research. However, not all instances of code-switching employed by the teacher fit within the functions proposed by Alghasab (2017). To further illustrate the distribution of the teacher's code-switching functions, Table 2 presents the frequency of each function observed in the study.

Table 2. Frequency of Code-Switching Functions Used by the Teacher

Functions	Frequency
Curriculum access	135
Classroom management	57
Interpersonal relationship	78
Excluding all three	15
Total	285

The data indicate that not all instances of code-switching used by the teacher align with the functions described by Alghasab (2017). The most frequent function was curriculum access (135 occurrences), suggesting that the teacher primarily used code-switching to facilitate students' understanding of the subject matter. Classroom management functions were observed in 57 instances, indicating that code-switching was also employed to regulate classroom interactions and instructions. Interpersonal relationship functions accounted for 78 occurrences, highlighting the teacher's use of code-switching to build rapport and maintain social connections with students. However, 15 instances of code-switching did not fall into any of these categories, suggesting that some language alternations served purposes beyond Alghasab's framework.

Curriculum access

Curriculum access is one of the primary functions of code-switching in teaching. Alghasab (2017) explained that one of the code-switching functions in teaching is to clarify and exchange meaning in an explanation in the first language so that students can improve their understanding of the material being taught. This function of code-switching can be observed during classroom interactions when teachers transition between languages to guarantee understanding and highlight important themes. Here's an illustration of this:

The teacher states: "So, we need to understand about part of speech, *ini adalah bagian dari pembuatan sebuah kalimat*."(This is part of making a sentence).

In this instance, the teacher switches from English to Indonesian to reinforce students' understanding of "part of speech" by linking it to a familiar linguistic structure. This aligns with the statement of Kadwa & Alshenqeeti's (2020) that first language support aids comprehension in second language learning. By directly translating or explaining difficult concepts in the students' local tongue, this type of code-switching helps close comprehension gaps. Another example of this is:

The teacher states: "Pronoun is a word that can replace noun *atau kata yang berfungsi untuk menggantikan kata benda*." (Pronoun is a word that can replace noun or a word functioning to replace nouns).

This example also illustrates the function of curriculum access, where the teacher employs code-switching to enhance students' understanding of the material. Unlike the previous example, which involved additional explanation, this instance demonstrates a direct translation approach. The teacher first explains the material in English: "Pronoun is a word that can replace a noun."

Then, the teacher switches to Indonesian, providing a direct translation: "atau kata yang berfungsi untuk menggantikan kata benda" (or a word functioning to replace nouns). This switching technique reinforces meaning in the students' first language, ensuring better comprehension. Shafi et al., (2020) found that this approach effectively bridges gaps in students' understanding and strengthens key linguistic concepts, making it a valuable instructional strategy.

Classroom management
The second function of code-switching is classroom management, which occurs when teachers use language to motivate students, maintain discipline, or provide instructions for assignments. This function is most evident when the teacher gives instructions in the target language and then repeats them in the students' first language to ensure understanding. Temesgen & Hailu (2022) also support the use of code-switching in fostering motivation, maintaining discipline, and providing correction in the classroom. This strategic use of code-switching helps keep students engaged, reinforces key instructions, and ensures that they fully comprehend the given tasks. An illustration of this can be seen in the following statement:

The teacher states: "Maybe for the first meeting, we are going to introduce ourselves first and also we are going to try to know about our target and the first material and if the time is not enough, maybe we can continue again tomorrow. *Mungkin kalo cukup ya kita bahas semua materi hari ini, kalo nggak cukup ya dilanjut besok.*" (Maybe if it is enough, we will discuss all materials today, if it is not enough, we will continue tomorrow).

In this instance, the teacher provides directions to students regarding the day's activities. Initially, the teacher explains the plan in the target language:

> *"Maybe for the first meeting, we are going to introduce ourselves first, and also we are going to try to know about our target and the first material. If the time is not enough, maybe we can continue again tomorrow."*

Then, the teacher switches to Indonesian to reiterate the message: *"Mungkin kalo cukup ya kita bahas semua materi hari ini, kalo nggak cukup ya dilanjut besok."* This pattern of code-switching ensures that all students can access important information, reinforcing comprehension.

A further example of this strategy is:

The teacher states: "You will not be allowed to get the certificate. *Temen-temen nggak bisa dapet sertif.*"(You cannot get certificate).

In this example, the teacher uses code-switching as a directive to enforce discipline. The consequence is first stated in English: *"You will not be allowed to get the certificate . . ."* and then reinforced in Indonesian: *"Temen-temen nggak bisa dapet sertif."* (*You cannot get the certificate.*). This type of code-switching not only ensures that students fully understand the instruction but also familiarizes them with the target language. By providing information in English and then emphasizing it through translation in the students' first language, the teacher enhances comprehension and reinforces key concepts (Guzman-Orth et al., 2017).

Interpersonal relationship
Alghasab (2017) identified interpersonal relationships as another function of code-switching in the classroom. This function helps maintain social bonds and express symbolic values, such as warmth and hospitality, between teachers and students. Alghasab further explains that certain emotions or cultural nuances are often more effectively conveyed in the students'

first language. By using code-switching, teachers can create a more personal and engaging learning environment, making interactions feel natural and fostering a stronger connection with students. An illustration of this can be seen in the following example:

The teacher states: "Where is my face? *Ah ngantuk ini kamera*?" (Ah, this camera is sleepy/error).

This example illustrates how the teacher attempts to lighten the classroom atmosphere by first saying, "Where is my face?" in English and then switching to Indonesian with "Ah, ngantuk ini kamera?" (Ah, is this camera sleepy/error?). These words were spoken when the teacher's camera suddenly turned off, creating a more relaxed and engaging environment. Such moments can positively impact students by reducing tension in the classroom (Jogulu, 2024).

Another example of this function can be seen in the following statement:

The teacher states: "*Di sekolah Pelajaran favorit kalian apa*? What is your favourite subject?"

The above example differs slightly from the previous ones. In this instance, the teacher simply translates a question from Indonesian to English. The phrase "Di sekolah, pelajaran favorit kalian apa?" (What is your favorite subject in school?) is directly rephrased in English as "What is your favorite subject?" However, beyond mere translation, this code-switching serves to foster a sense of friendliness and warmth in the classroom atmosphere.

D. CONCLUSION
This study investigated the types and pedagogical functions of code-switching in virtual classrooms at the Central Course. Through the analysis of five recorded online classroom sessions and semi-structured teacher interviews, the findings revealed that intra-sentential code-switching was the most frequently used, followed by inter-sentential and tag-switching. Moreover, this study identified three primary functions of code-switching: (1) curriculum access, which facilitates content clarification and explanation; (2) classroom management, which includes providing instructions, motivating students, and maintaining discipline; and (3) fostering interpersonal relationships, which contributes to a positive and engaging classroom environment. While these functions align with Alghasab's framework, certain instances of code-switching observed in this study did not fit neatly into these predefined categories, suggesting the existence of additional pedagogical functions yet to be explored. These findings underscore the strategic role of code-switching in virtual learning environments, helping teachers enhance student comprehension, manage the classroom more effectively, and build rapport with learners. This research contributes to the growing body of literature on code-switching as a valuable pedagogical tool in online language instruction. Future studies could further investigate unexplored functions of code-switching and examine its long-term effects on language acquisition and learner engagement in virtual settings.

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