

Teachers' Perspectives on Code-Switching and Code-Mixing in Classroom Interaction

Perspektif Guru Terhadap Alih Kode dan Campur Kode dalam Interaksi Kelas

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 <https://doi.org/10.70872/12waiheru.v11i2.389>

Received: August 29, 2025

Revised: October 25, 2025

Accepted: November 4, 2025

Abstract

This research is a qualitative descriptive study that explores EFL teachers' perspectives on the implementation of code-switching and code-mixing in classroom settings. Implementing observation and stimulated recall interviews using an observation sheet and video, four EFL teachers at MAN Ambon, selected through purposive sampling, were first observed and then interviewed to elaborate on their insights into the use of these linguistic strategies in teaching. Moreover, the analysis of the interactive data followed three stages: data reduction, data display, and conclusion drawing or verification. The findings reveal that teachers' perceptions are diverse, which can be divided into two main categories: positive and negative. On the positive side, teachers notice that code-switching and code-mixing are tools that enhance students' understanding, increase motivation, and aid in vocabulary acquisition. On the other hand, negative perceptions include concerns about the risk of monotonous repetition leading to students' lack of interest and the possibility of deviating from standard language norms. These findings are expected to contribute to teachers and other researchers by enriching their understanding of the pedagogical implications of language alternation practices in EFL classrooms.

Keywords: classroom interaction; code-switching; code-mixing; teachers' views

Abstrak

Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk mengkaji perspektif guru Bahasa Inggris sebagai Bahasa Asing terkait penerapan alih kode dan campur kode dalam konteks pembelajaran di kelas. Melalui metode observasi dan wawancara *stimulated recall* dengan media video dan lembar observasi, empat guru Bahasa Inggris di MAN Ambon yang dipilih melalui purposive sampling diobservasi terlebih dahulu kemudian diwawancarai untuk menggali pandangan mereka terhadap penggunaan strategi linguistik tersebut dalam proses pengajaran. Proses analisis data interaktif dilakukan dalam tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan atau verifikasi kesimpulan. Temuan penelitian menunjukkan bahwa persepsi para guru bervariasi dan secara umum dapat diklasifikasikan ke dalam dua kategori utama, yaitu positif dan negatif. Di sisi positif, para guru menilai bahwa penggunaan alih kode dan campur kode dapat meningkatkan pemahaman siswa, memotivasi mereka dalam belajar, serta membantu penguasaan kosakata baru. Sebaliknya, persepsi negatif mencakup kekhawatiran terhadap risiko pengulangan materi yang monoton sehingga menimbulkan kejenuhan, serta potensi penyimpangan dari norma bahasa yang telah ditetapkan. Temuan ini diharapkan dapat memberikan kontribusi kepada guru dan peneliti lainnya dalam memperkaya pemahaman mengenai implikasi pedagogis dari praktik peralihan bahasa di kelas EFL.

Kata kunci: alih kode; campur kode; interaksi kelas; perspektif guru



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INTRODUCTION

Language development and use play a crucial role in human life, as they serve as the core medium through which we interact with one another. Language operates as a primary tool for communication (Rabiah, 2018). Since populations have migrated and settled in various parts of the world, many individuals, including Indonesians, have begun learning new languages. Related to that, some are becoming proficient in more than one language, a phenomenon known as bilingualism. Bilingualism is the ability to use more than one language fluently or habitually (Baker & Wright, 2017). People who identify as bilingual can express themselves through different linguistic systems.

Nevertheless, the proficiency and use of these languages are shaped by a variety of factors, they are cognitive, emotional, social, linguistic, cultural, and contextual influences (Machata, 2023).

In Indonesia, bilingualism and multilingualism are natural linguistic phenomena due to the country's linguistic diversity. Ortalisje (2025) explained that Indonesia is home to over 700 regional languages, with Bahasa Indonesia serving as the national and unifying language. Additionally, English, as a foreign language, is formally introduced in junior high school and is often used as a symbol of modernity and global competence (Kohler, 2019). However, levels of bilingualism vary across regions. Urban areas, such as Jakarta or Surabaya, often exhibit higher levels of English exposure due to access to media and education, whereas rural and remote areas, like Maluku, experience limited exposure and fewer opportunities to practice English (Astriyani, et al., 2025). Consequently, English teachers in these areas often face the challenge of bridging students' linguistic gaps while maintaining meaningful communication in the classroom.

In response to those challenges, many teachers in Indonesia employ code-switching and code-mixing as practical teaching strategies to facilitate understanding and interaction. Romaine (2016) elucidates that code-switching refers to the use of multiple languages, dialects, or speech styles by a speaker within a single utterance or conversation, or between various interlocutors or settings. While code-mixing, as defined by Wardhaugh and Fuller (2021), is the intentional blending of two languages without a corresponding change in topic. These strategies are commonly used in Indonesian language classes (Fachriyah, 2017; Moetia et al., 2018; Siddiq et al., 2020), especially in English as a Foreign Language (EFL) context, where students' proficiency levels are still developing. Teachers often mix English and Indonesian to clarify meaning, provide instructions, or explain complex grammatical points, thereby enhancing comprehension and maintaining classroom engagement (Asrifan, 2023).

Despite their pedagogical value, the use of code-switching and code-mixing remains a topic of controversy. Proponents argue that these strategies align with Sociocultural Theory (Vygotsky, 1978), which posits that learning is socially mediated through interaction and scaffolding. In this view, teachers' strategic use of language functions as scaffolding, gradually moving students toward independent use of the target language. This view is also consistent with Communicative Language Teaching (CLT), which prioritises authentic communication and contextual meaning-making over rigid linguistic fragmentation (Richards & Rodgers, 2014). Conversely, critics warn that excessive use of L1 can reduce students' motivation to communicate in English and hinder the development of fluency (Migdadi, 2023).

Existing research on code-switching and code-mixing in the Indonesian EFL context largely explores students' perceptions or classroom discourse in urban schools (Moetia et al., 2018; Kurupunda, 2021; Radian et al., 2023). However, less attention has been paid to teachers' perspectives, particularly in rural areas like Ambon, where English is not widely used outside the classroom. Teachers serve as central agents in language learning; they make conscious decisions about when and how to code-switch, mediate understanding, and create an environment conducive to language development (Ojong, 2022). Therefore, understanding their perspectives is crucial because teachers' linguistic choices directly influence classroom interactions, student motivation, and exposure to the target language (Rindal, 2024). Although students' language experiences and uses are the result of learning, it is teachers who design and control the communicative dynamics that determine how English is taught and used.

In MAN Ambon, English serves not only as an academic subject but also as a means to develop students' self-confidence and communication skills while preserving their cultural and religious values. However, based on preliminary observations, students often have limited exposure to English outside the classroom, making it difficult for them to practice and build confidence in speaking. This limited exposure, coupled with the perception that English is a difficult subject, often impacts students' motivation to learn. EFL teaching at MAN Ambon also faces several challenges, particularly in classroom communication. Many teachers tend to mix Indonesian and English when teaching. While this practice helps students understand the material more easily, it also limits their exposure to

the full use of English, which can hinder the development of fluency. Furthermore, limited access to teaching facilities and learning resources further complicates the delivery of effective language instruction. To address this issue, teachers need to implement more communicative and interactive teaching strategies, encourage students to use English more frequently, and relate lessons to their daily lives and cultural backgrounds.

In light of the background presented, this study aims to investigate teachers' perspectives on the use of code-switching and code-mixing in the classroom. The researcher hopes that this paper can provide valuable contributions by deepening the understanding of both codes in EFL classrooms in Indonesia. This study is also expected to provide practical insights for teachers on how to implement code-switching and code-mixing strategies effectively, thereby increasing students' participation, motivation, and language proficiency. Moreover, it may contribute to the development of teacher training and curriculum design by aligning teaching practices with authentic language use. Ultimately, the findings of this study serve as a valuable resource for teachers and researchers seeking to improve language teaching and learning through the effective application of code-switching and code-mixing.

Since language and interpersonal communication are intimately intertwined, learning a language also involves learning about the society or people associated with it. Sociolinguistics is a term used to describe this field of study. A branch of linguistics known as sociolinguistics is interested in the relationship between language, society, and cultural phenomena (Holmes & Wilson, 2022). Therefore, using language as its starting point, sociolinguistics examines the interaction between language and society. Wardhaugh and Fuller (2021) further emphasised that the goal of sociolinguistics, which examines the connections between language and society, is to gain a deeper comprehension of language structures and their functioning in communication.

Furthermore, individuals who study language, often referred to as sociolinguists, must be familiar and comfortable with "code". Wardhaugh and Fuller (2021) pointed out that a "code" is a language. In sociolinguistics, the term "code" refers to a representation of nationalism that individuals use to communicate or write in a specific language, which may involve a dialect, a register, an accent, or a manner of expression, typically reserved for particular situations and objectives. According to Nababan and Stockwell (Al-Bajjari, 2023), there exist two different sorts of codes: code-switching and code-mixing.

Hymes pointed out that code-switching is a term commonly used to describe the simultaneous use of two or more languages, language variations, or diverse speech patterns (Amriani, Sahayu, & Faizal, 2023). Then, Romaine (2016) emphasised that code-switching refers to the use of multiple languages, dialects, or speech styles by a speaker within a single utterance or conversation, or between various interlocutors or settings. On the other hand, code-mixing, as described by Wardhaugh and Fuller (2021), is the intentional blending of two languages without a corresponding change in topic. At the same time, Bokamba in Setiawan (2023) describes code-mixing as the incorporation of diverse language elements, such as affixes (bound morphemes), words (unbound morphemes), phrases, and sentences, within a collaborative interaction. In this context, participants must integrate what they hear with their comprehension to deduce the intended meaning.

Both educators and students commonly employ the practice of code-mixing and code-switching in English Language Teaching (ELT) classrooms. It reflects that using these techniques for communication in English language learning has become a standard practice (Fachriyah, 2017; Gosselin & Sabourin, 2021). Maisaroh (2022) presents several reasons why educators employ code variations, code mixing, and code switching in the classroom. These include (a) assisting students in comprehending instructions that are provided in English, (b) clarification, (c) accommodating brief lesson durations, and (d) elucidating complex concepts.

Asani, et al., (2024) highlighted that teachers typically use code-mixing and code-switching for five specific objectives during reading lessons: (a) translating, (b) creating a "we code", to foster camaraderie and group solidarity, (c) providing instructions and guidelines, (d) clarifying, especially when introducing new vocabulary, and (e) assessing pupils' comprehension. Wardhaugh and Fuller

(2021) and Badari (2024) also provide insights into the various rationales behind teachers' use of code-switching and code-mixing in the classroom. These are building solidarity, selecting discussion topics, negotiating power dynamics through linguistic choices, and recognizing social and cultural distinctions. In line with this, a study conducted by Badari (2024) reveals a similar rationale. In her study, teachers employed code-switching and code-mixing to enhance pupils' understanding of specific topics, to increase a better connection with students, to transition to a different topic, and to encourage or inspire students to actively participate in English learning. Siddiq et al. (2020) further elucidated that the use of code-mixing and code-switching in the classroom was based on several reasons, including enhancing classroom management effectiveness, injecting humor, providing clarification of speech content, improving student comprehension, and clarifying lesson materials.

The implementation of code-mixing and code-switching in EFL classroom activities has sparked ongoing debate among sociolinguists. When evaluating students' use of their first language alongside their target language, two main perspectives emerge: one supports the exclusive use of the target language, while the other advocates a more flexible bilingual approach. Maisaroh (2022) suggests that many bilingual speakers often view code-mixing and code-switching negatively. Such practices are sometimes criticized as signs of linguistic laziness, unintentional language behavior, or even a decline in language standards, raising concerns about linguistic purity and competence. Supporting this view, researchers such as Asad (2025), Gautam (2025), and Hawa et al. (2021) argue that EFL students do not always need to use both their mother tongue and the target language to comprehend the subject matter fully. In fact, they argue that relying on the mother tongue can compromise the quality of instruction and disrupt the language learning process. Zhao and Dixon (2024) reinforce this idea by stating that while teachers aim to provide an immersive and natural target language environment, acting as primary language models, code-switching and code-mixing can negatively impact students' ability to learn the foreign language. Furthermore, Migdadi (2023) also warns that frequent use of students' first languages by teachers can result in reduced motivation to learn the target language, ultimately slowing down their language comprehension and development.

In contrast, other researchers, such as Asrifan and Syahrir (2021), Ezech et al. (2022), Kumari (2024), and Rosyidha et al. (2025), advocate the integration of code-switching and code-mixing as an effective teaching tool. They argue that these strategies can help students acquire the target language efficiently. Rosyidha et al. (2025) specifically emphasize that the use of both language codes in English teaching not only aids comprehension but also respects students' need for self-expression, creating a more supportive and inclusive learning environment. In addition, Paramesvaran and Lim (2018) argue that code-switching can increase student participation and reinforce key points through repetition, which benefits bilingual or multilingual students who find it easier to understand content when presented in both languages. Similarly, Khan et al. (2023) highlight that code-mixing can be used to maintain student interest and improve the clarity of teacher instructions during classroom interactions.

METHOD

This study employed a descriptive qualitative approach, deemed appropriate for collecting and analyzing data in line with the research objectives, namely analyzing teachers' perspectives on the use of code-switching and code-mixing in the classroom. Furthermore, this method was chosen because of its focus on providing a comprehensive and detailed overview of teachers' practices and perspectives. Additionally, to provide comprehensive information to the reader, the research findings are presented in the form of descriptive paragraphs.

The setting of this research is in MAN Ambon, located at Jl. Puncak Wara No. 1 Ambon, Ambon, Maluku. The research subjects were four EFL teachers, two males and two females, at the Islamic high school. All of the teachers hold degrees in English Education. Based on their teaching experience, three of the teachers have been teaching English for more than five years, while one teacher has less than five years of teaching experience. The decision to choose this school began with preliminary observations and direct interactions between the researcher and the teachers. Based on

the two methods used, the teachers were observed to frequently engage in code-switching and code-mixing, both consciously and unconsciously, during class sessions. Thus, Teacher selection was carried out using a purposive sampling technique; the participants selected were English teachers with more than one year of teaching experience who used two or more languages in the teaching and learning process. Seeing this phenomenon, the researcher was motivated to investigate this aspect further at the school.

The data in this study were collected using qualitative techniques, specifically observation and stimulated recall interviews (SRI). The researchers conducted direct classroom observations to identify situations and contexts in which English teachers used code-switching and code-mixing. According to [Ciesielska, Boström, and Öhlander \(2018\)](#), direct observation allows researchers to act as the primary instrument for monitoring and collecting data, both overtly and covertly. To support this process, observation sheets were designed to record important information such as the teacher's name, time, location, and occurrence of code-switching or code-mixing. All classroom interactions were video- and audio-recorded to ensure accuracy, and the data from these recordings were then cross-checked with notes on the observation sheets.

To gain deeper insight into the teachers' perspectives, the researchers conducted Stimulated Recall Interviews (SRI) after the observation sessions. [Van \(2024\)](#) explains that this technique helps participants recall their thoughts and actions by using stimuli such as video or audio recordings. During the SRI, teachers watched recordings of their teaching sessions and were encouraged to pause and comment on specific moments when they switched or mixed languages. This approach enabled researchers to investigate teachers' reasons for employing this language strategy and their perspectives on its benefits and challenges ([Zainil & Arsyad, 2021](#); [Temesgen & Hailu, 2022](#)). All interviews were audio-recorded with permission, allowing teachers to reflect freely on their classroom practices without being directed to predetermined answers.

Data were analyzed using the interactive model of [Miles, Huberman, and Saldana \(2014\)](#), which consists of three concurrent stages: data reduction, data display, and conclusion drawing/ verification. In data reduction, the researcher selected and coded relevant information from observations and interviews. The data were then organized and presented descriptively to illustrate patterns in teachers' perceptions and practices. Finally, conclusions were drawn and verified through repeated review of the data. To ensure the credibility and trustworthiness of the findings, the researcher used triangulation, following [Lemon & Hayes \(2020\)](#). Method triangulation was applied by comparing observational and interview data, while data source triangulation ensured consistency across participants. In addition, theoretical triangulation was employed by interpreting the findings through multiple theoretical lenses, thereby reducing bias and enhancing validity.

FINDINGS AND DISCUSSIONS

Findings

The research question in this study aims to explore how EFL teachers perceive the use of code-mixing and code-switching within the classroom setting. Through data collected from stimulated recall interviews, the researcher identified a range of viewpoints among participants. These varying perspectives were then grouped into two main categories: positive and negative perceptions. Each of these primary categories was subsequently broken down into more specific sub-themes in order to provide a clearer understanding of the teachers' attitudes toward the use of these language practices.

Positive Perception

Positive perceptions of code-switching and code-mixing were the first and most frequently expressed views by English teachers at MAN Ambon. This perspective reflects the beliefs of teachers who support or acknowledge the benefits of implementing these language strategies in the classroom learning process. The following are some of the positive opinions expressed by interview participants:

To increase students' comprehension

One of the main positive perceptions stems from the belief that alternating between Indonesian and English during learning helps students understand the material efficiently. This view is supported by insights gained from interview data, as illustrated below:

P1 (23/01/2024)

"Sisi positifnya itu sebenarnya kalau dilihat dari proses pembelajaran, ketercapaian dengan materi, ini adalah pemahaman siswa ya dengan materi yang disampaikan, itu lumrah. Setiap jalan yang kita gunakan, cara ini adalah wajar agar bisa memberikan pemahaman ke siswa."

(The positive aspect of it, actually, when seen from the learning process and the achievement with the material, is the students' understanding of the material being conveyed; it is natural. Every path we take, this method is reasonable to provide understanding to the students)

From the statement of P1 above, it can be understood that the use of code-switching and code-mixing in classroom learning facilitates students' understanding of the material presented, thereby increasing the effectiveness of the learning process. P1 also highlighted that incorporating these language strategies is a common and practical approach to ensuring students fully understand the lessons being taught.

P2 (20/01/2024)

saya kira yang... hal hal yang positif tadi sudah diuraikan ya bahwa mereka bisa lebih mudah dan memahami, lebih bersemangat karena mereka bisa lebih mudah dalam belajar, karena anak-anak ini kan kalau tidak dituntun, bimbing, atau dikte, mereka tidak pilih, tidak punya confidence untuk mengungkapkan suatu kata pun, karena takut salah. Jadi itu saya berikan... mereka tidak mau itu karena mereka merasa tidak tau dan takut salah, takut ditertawai.

(I think... the positive points have already been explained, such as the fact that they can understand easily and feel more enthusiastic because learning becomes simpler for them. These students, if not guided, instructed, or directed, tend not to take initiative and lack the confidence to say even a single word, as they are afraid of making mistakes. That is why I provide guidance... because otherwise, they would avoid speaking due to feeling unsure, afraid of being wrong, and worried about being laughed at)

From the P2's explanation, it can be inferred that the use of code-switching and code-mixing in the classroom supports students' comprehension of the lesson content. Moreover, P2 believes that these practices not only facilitate the learning process but also contribute to boosting students' confidence in engaging with the material.

P3 (21/01/2024)

"Positifnya ketika digunakan ya efektif, kedua Bahasa itu, karena seperti tadi, bisa targetnya cepat sesuai, harapan hari itu, lalu anak-anak juga bisa nyambung cepat dengan apa yang dimaksudkan guru untuk materinya seperti apa, latihannya bisa dicapai."

(The positive side is that when it is used, both languages are effective because, as mentioned earlier, the target can be achieved quickly as expected for that day. The students can also quickly connect with what the teacher intends regarding the lesson, and the exercises can be completed as planned)

The statement of P3 stipulates that the teacher's use of code-switching and code-mixing is contemplated thoroughly effective in achieving instructional goals and in aiding students to quickly grasp the content being delivered.

P4 (22/01/2024)

“Menurut saya, sejauh ini efektif. Itu menurut saya efektif, kenapa? Karena anak-anak lebih mudah memahami apa yang saya sampaikan”

(In my opinion, so far it has been effective. I find it effective because the students find it easier to understand what I am conveying)

Reviewing on P4's opinion, which links to P3's earlier perspective, P4 also believes that the use of code-switching and code-mixing in the classroom is highly effective in helping students to better comprehend the teacher's instruction.

To enhance students' learning motivation

The second positive perception identified through teacher interviews was the belief that implementing code-switching and code-mixing in the classroom can enhance student motivation in learning. Further details are provided below:

P2 (20/01/2024)

“Tadi saya katakan bahwa tidak semua anak-anak itu punya latar belakang yang sama. Jadi kita perlu variasi di dalam pengimplemntasiannya. Jadi penggunaannya itu pasti sangat bermanfaat bagi murid-murid. Anak-anak yang paham juga mereka lebih nyaman dan anak-anak yang tidak paham juga mereka bisa belajar dengan lebih mudah tanpa harus mereka, langkah-langkah yang mereka anggap itu lebih mudah.”

(As I stated before, not all students have the same background. Therefore, we need variety in its implementation. Its use is certainly very beneficial for the students. Those who already understand feel more comfortable, and those who do not yet understand can also learn more easily by following steps they consider simpler)

Based on P2's coherent explanation, it is clear that the diversity of students' backgrounds requires teachers to provide diverse forms of explanation. In this context, using language familiar to students is crucial. This strategy allows those who already understand the material to feel more comfortable, while also helping those who may be struggling to understand the lesson more easily. Therefore, implementing code-switching and code-mixing in learning can have a positive impact on students' motivation to engage in the learning process.

P3 (21/01/2024)

“Pencampuran itu kan kita bisa bilang kata efektif, bisa bilang juga tidak efektif, tergantung proses pembelajaran pada hari itu. Jadi, misalkan targetnya anak-anak bisa latihan simple past dengan guru menggunakan bahasa Inggris dan bahasa Indonesia di kelas. Misalnya, dari 30 siswa, 18 orang yang berhasil, berarti itu saya berfikir efektif sekali, banyak yang antusias, latihan ambil buku semua, kayak kemarin itu satu-satu orang maju, banyak yang lulus, berarti 85% mereka paham, ketimbang duduk di.. kerja kelompok, teman sendiri yang berbahasa, nanti ada yang cuek-cuek.”

(The code-mixing and code-switching can be considered effective or ineffective, depending on the learning process on that particular day. For example, the target might be for the students to practice using the simple past tense, with the teacher using both English and Indonesian in class. If, for instance, out of 30 students, 18 manage to achieve the target, I would consider that very effective. Many were enthusiastic, took their books for the exercises, and, like yesterday, came to the front one by one. Many passed, which means around 85% of them understood the material, compared to when they just sit in groups and rely on peers—some of whom might not be engaged at all)

Based on P3's explanation, the effectiveness of code-mixing and code-switching in the classroom varies depending on the day's learning activities. P3 explained that when Indonesian and English are used together to teach topics such as the simple past tense, students tend to understand the material more easily and respond enthusiastically. This differs from instances where students are asked to work in groups and follow instructions given only in English, which may not result in the same level of engagement or understanding.

P4 (22/01/2024)

"Iya, lebih cepat, karena itu menggunakan dua Bahasa"

(Yes, quicker (in responding to the teacher), because it uses two languages)

P4's explanation above shows that the use of code-switching and code-mixing in classroom learning results in students responding more quickly to teacher input. This, in turn, implies increased enthusiasm for learning, as quick responses often reflect strong engagement and interest in the lesson.

Students are easily to learn new vocabulary

A third positive perspective expressed by teachers highlights that code-switching and code-mixing can facilitate students' acquisition of new vocabulary, making it easier for them to learn unfamiliar words. The following interview data supports this perception:

P4 (22/01/2024)

"Padahal itu efektif, karena anak-anak bisa tahu dari sini, oh ini sebenarnya artinya ini, bisa menemukan kosakata baru. Beda hanya kita menggunakan Bahasa inggris full, kan belum tentu mereka tahu artinya, tapi kalau kita campur, mereka akan 'oh ternyata ini artinya yang ibu bilang'. Jadi, itu sangat menambah kosakata."

(In fact, it is effective because the students can understand, "Oh, this actually means that," and they can discover new vocabulary. It is different if we use only English, as they may not necessarily know the meaning. But if we mix the languages, they will think, "Oh, so this is what the teacher meant." This greatly helps to expand their vocabulary)

According to P4's statement above, the teacher's use of code-switching and code-mixing in the classroom has proven highly effective, as it allows students to more easily grasp the intended meaning. Furthermore, this approach helps students discover and acquire new vocabulary, thereby expanding their vocabulary knowledge.

Negative Perception

In conjunction to the positive perspectives, the researcher also identified that some teachers held negative opinions about the use of code-switching and code-mixing in classroom learning. Below are some of the negative views expressed by the teachers:

The teachers' explaining is repetitively which makes the students bored

The first negative perception identified by the researcher is that switching and mixing between two languages can lead to repetitive explanations, which may result in some students feeling bored or disengaged during English lessons.

P2 (20/01/2024)

"Nah sisi negatifnya disitu ya kadang-kadang anak-anak yang sudah merasa bisa itu mereka kayak agak bosan itu, apalagi kalau diulang, 'kok ini diulang lagi', paling saya jelaskan, 'kan teman-teman kamu banyak yang belum bisa, nanti kamu kalau mau ini sama saya aja, tapi kalau umum kamu harus mengerti dengan teman-teman yang lain'. Kalau yang begitu berarti saya arahkan sendiri"

(Now, the downside is that sometimes the students who already feel confident become a bit bored, especially if the material is repeated. They might say, "Why is this being repeated again?" Usually, I explain, "Many of your classmates haven't mastered this yet, so if you want, you can work with me separately, but in general, you need to understand it along with the others." In cases like that, I give them individual guidance)

P2's statement above emphasizes that one of the drawbacks of using code-switching and code-mixing in the classroom is that it can lead to student boredom, especially among students with good English skills. For these students, frequent repetition and language shifts can reduce their engagement in the lesson.

The teacher deviates from the language norms that should be used

The second negative perception is that switching and mixing between English and Indonesian language in classroom instruction may lead teachers to stray from proper language norms and structures.

P1 (23/01/2024)

"Kemudian, dunia sekarang ini sebenarnya penggunaan Bahasa code-switching ini atau percampuran Bahasa ini, sebenarnya sudah lumrah, cuman di dunia pendidikan, kita kan difokuskan untuk mengajarkan Bahasa asing yang memang betul-betul murni, sesuai dengan kurikulum. Memang beda pada saat nanti penyampaian nya beda, tidak ditekankan disitu, tapi penyampaian nya harus betul- betul murni begitu, disini mungkin kendalanya disitu. Kalau kita terkendala dengan penyampaian materi yang harus mengutamakan kita mengajarkan Bahasa asing itu sesuai dengan kaidahnya, kalau menggunakan code-switching dan code- mixing itu kan sudah keluar dari kaidah Bahasa yang memang harus diajarkan secara terstruktur di sekolah."

(Furthermore, recently, the use of code-switching or language mixing has become quite common. However, in the field of education, we are focused on teaching a foreign language in its pure form, strictly following the curriculum. While the delivery methods may vary and not be heavily emphasized, the instruction itself should be purely in the target language. This is where the challenge lies. If we are constrained by the need to deliver material that prioritizes teaching the foreign language according to its proper rules, then using code-switching and code-mixing deviates from the structured language principles that should be taught in schools.)

As described by P1, teachers in educational settings are expected to provide English instruction aligned with the curriculum, using the language consistently and in a structured manner. However, the use of code-switching and code-mixing is considered a deviation from these linguistic standards, potentially disrupting the formal teaching of proper English usage in schools.

Discussions

The primary objective of this study is to explore teachers' perceptions of the use of code-switching and code-mixing in the classroom. This study is aimed to gain deeper insights into their views and direct experiences with these language practices. According to Driver (2020), perceptions of code-switching and code-mixing refer to the extent to which individuals view these practices as acceptable or beneficial. The findings revealed that teachers held diverse perspectives, both supportive and critical, regarding the integration of multilingualism in classroom learning, as further outlined below:

Positive Perception

Positive perceptions of code-switching and code-mixing reflect an encouraging and supportive attitude of individuals, often teachers or students, toward the use of these linguistic strategies. This

perspective acknowledges the advantages and benefits of implementing code-switching and code-mixing in communication and language learning environments. At MAN Ambon, all English as a Foreign Language (EFL) teachers share a positive perspective on implementing these practices in the classroom, stating that their use brings numerous educational benefits.

The first positive perception centers on improving student comprehension, which refers to the level of understanding that students have of a particular topic or concept. The teachers emphasized that by implementing code-switching and code-mixing, students understand the material more easily because the English content is explained through languages they are more familiar with, namely Indonesian and regional languages. This perspective aligns with the views of [Asrifan and Syahrir \(2021\)](#), [Ezeh et al. \(2022\)](#), [Kumari \(2024\)](#), and [Rosyidha et al. \(2025\)](#), who argue that these strategies support language acquisition and encourage active use of the target language. [Rosyidha et al. \(2025\)](#) further highlighted in their study that the integration of code-mixing and code-switching is an effective and valuable method in teaching English.

The second positive perception is that the use of code-switching and code-mixing in the classroom can increase students' motivation to learn English. Learning motivation refers to the internal factors that encourage and influence students to engage actively in the learning process. By blending languages during learning, students tend to find learning English easier and engage with it with greater enthusiasm. In addition, [Paramesvaran and Wei Lim \(2018\)](#) emphasize that code-switching serves to encourage active student participation and reinforce key points through repetition. Meanwhile, [Khan et al. \(2023\)](#) note that code-mixing helps maintain student engagement and can improve the clarity of instruction and teacher communication in the classroom.

The third positive perception suggests that using code-switching and code-mixing facilitates students' learning of new vocabulary. It is achieved when teachers first present material in English, then provide explanations in Indonesian, or when English terms are integrated into Indonesian sentences, making the context clear and easy to understand. This method enables students to understand better the meaning of English words and their correct usage.

Negative Perception

Negative perceptions of code-switching and code-mixing in the classroom often reflect critical or disapproving attitudes held by certain individuals, such as teachers or students, toward the use of these language strategies. In addition to positive views, some educators have expressed concerns or doubts about implementing code-switching and code-mixing in the learning process.

The first negative perception expressed by a teacher was the repetition of explanations, which can cause students to lose interest. When teachers alternate between using English and Indonesian to clarify material, this repetition can cause students to lose interest in the subject. This view is based on the teacher's observation that some students feel bored when concepts initially explained in English are then repeated in Indonesian, or vice versa. Furthermore, this sentiment is generally shared by students with good English skills. [Islam et al. \(2022\)](#) support this perspective, stating that students with advanced English skills often find the language shift frustrating, as it does not effectively contribute to improving their English skills.

While repeated explanations by teachers often involve translating, this practice is distinct from code-switching and code-mixing, though they are sometimes viewed as related concepts within these linguistic strategies. Code-switching and code-mixing serve as effective tools for teachers to prevent negative language transfer by switching languages within a sentence ([Turnbull and Arnett, 2022](#)). This deliberate translating method helps provide detailed input while focusing students' attention on specific elements of the target language, thereby expanding their vocabulary. It suggests that, in certain classroom contexts, translating can encompass aspects of both code-switching and code-mixing. Although these terms describe different phenomena, they are interrelated and serve complementary functions in communication. [Novianti and Said \(2021\)](#) further explain that one purpose of implementing code-switching and code-mixing in language and content instruction is to repeat or translate information for students. Therefore, the relationship between code-switching, code-mixing, and translating strategies in English teaching is complex. Code-switching and code-

mixing refer to the switching and blending of languages or dialects during conversation, whereas translation involves the transfer of text or speech from one language to another.

Code-switching and code-mixing have proven particularly useful in English teaching when students have higher proficiency in their native language. These strategies help clarify difficult concepts, provide additional context, and reinforce understanding by providing explanations or examples in the student's first language. In contrast, translation strategies involve transferring spoken or written content from one language to another, which can be done through techniques such as literal translation, paraphrasing, or summarizing. The use of translation in English teaching helps students grasp the meaning of words or phrases in their native language while also aiding their understanding of the overall structure and organization of the text.

Overall, the interplay among code-switching, code-mixing, and translation strategies in English language teaching centers on the common goal of supporting students in understanding and using English more effectively. These methods provide additional support and clarification, enabling all students to engage meaningfully with the learning material. According to [Novianti and Said \(2021\)](#), translation reduces the likelihood of errors by providing students with a clear understanding of sentence meaning. Through activities such as revising, rewriting, and rephrasing, students also develop an awareness of cultural nuances and implicit meanings within texts ([Tai, 2024](#)). Moreover, translation allows students to explore the diverse vocabulary and stylistic features of texts from the same genre, in both the source and target languages ([Torky & Ahmed, 2025](#)). However, educators need to apply these strategies judiciously, taking into account the specific needs and preferences of their students.

The second negative perception relates to the idea that teachers deviate from established language norms during instruction. In this context, educators are expected to demonstrate strong linguistic competence and adhere to appropriate language usage. Instruction should be conducted primarily in the target language to familiarize students with its correct forms and usage. [Yuan \(2024\)](#) linked negative attitudes toward code-switching and code-mixing to perceived rudeness, language contamination, and a lack of language proficiency. However, criticisms of deviation from language norms often relate to the process of scaffolding when considered through the lens of translanguaging. At the same time, code-switching and code-mixing are sometimes viewed as signs of inadequate language proficiency; translanguaging, on the other hand, frames the use of multiple languages as a strength within one's linguistic repertoire. Unlike code-switching, which treats language transfer as a separation of linguistic systems, translanguaging encourages the blending of linguistic resources into an integrated whole ([Costa, 2021](#)). When applied pedagogically, translanguaging serves as a scaffolding tool to support bilingual development ([Carstens, 2016](#); [Garcia & Wei, 2015](#); [Gort & Sembianti, 2015](#)).

To support the findings of this study regarding teachers' perceptions of code-switching and code-mixing in the classroom, several previous studies have reported similar results. [Leoanak and Amalo \(2018\)](#), in their study titled "Teachers' Beliefs and Perceptions of Code-Switching in English as a Foreign Language Classrooms," found that high school teachers in Kupang City viewed code-switching as an effective strategy that facilitates the teaching and learning process in an EFL environment. Similarly, [Khan et al. \(2022\)](#) found that English teachers had predominantly positive attitudes toward code-switching and code-mixing, believing that these practices help students feel comfortable and engaged when learning a second language. In contrast, [Tin \(2024\)](#) reported a more nuanced perspective, noting that although both teachers and students acknowledged the benefits of code-switching and code-mixing for comprehension, students with advanced English skills sometimes found these practices frustrating, as they felt they did not contribute to improving their language proficiency.

Beyond the perceptions discussed above, there are additional perspectives on the use of code-switching and code-mixing in the classroom. For example, [Rosyidha et al. \(2025\)](#) argue that these practices allow students to express themselves more genuinely, while [Paramesvaran and Lim \(2018\)](#) highlight their benefits in helping teachers provide effective repetition. Conversely, some negative

perceptions characterize code-switching and code-mixing as signs of "laziness," unintentional utterances, "impurity" of language, linguistic degradation, and threats to individual language competence (Maisaroh, 2022). Furthermore, Migdadi (2023) warns that students who frequently hear their teachers use their native language may neglect the target language, thus missing out on crucial exposure. Despite these criticisms, many educators remain convinced that code-switching and code-mixing play a vital and effective role in English language instruction in the classroom.

Given the predominantly positive feedback from teachers and the enthusiasm observed among students at MAN Ambon, along with supporting evidence from previous research, it is evident that code-switching and code-mixing can be effective techniques for teaching English in the classroom. Teachers noted that students felt more comfortable and participated more actively when they were allowed to use their native language alongside English, especially when discussing culturally specific topics or concepts. These strategies have also proven useful for clarifying complex ideas or instructions, ensuring that students fully understand the material. Furthermore, code-switching and code-mixing contribute to language development by exposing students to diverse linguistic structures and vocabulary in meaningful contexts. Additionally, these practices enhance cultural competence by recognizing and appreciating students' diverse linguistic and cultural identities.

In many real-life contexts, individuals often switch or mix languages spontaneously. Therefore, teaching students to master these skills effectively can better prepare them for authentic communication outside the classroom. Furthermore, for students facing challenges with English language proficiency, code-switching and code-mixing help create a more inclusive and equitable learning environment. However, the use of code-switching and code-mixing in the classroom also requires caution and careful preparation, as it can make students feel too comfortable, leading to laziness and difficulties in developing their skills, as the teacher always facilitates them. Novianti and Said (2021) warn that excessive use of code-switching and code-mixing as techniques in English teaching hinders students from thinking, reading, and writing in the target language due to the code-switching and mixing. It can lead to student exclusion when not all students share the same mother tongue.

Based on the analysis of previous findings and research, several effective ways can be implemented to apply code-switching and code-mixing in the classroom. Teachers can begin by setting clear expectations and explaining to students that these strategies will be used to support their understanding of challenging concepts and instructions. Code-switching and code-mixing can also be applied when explaining complex grammatical points or maintaining classroom discipline, particularly when students have limited exposure to English outside school (Rengur et al., 2025). It helps make lessons easier to understand and increases students' motivation to learn (Nteziyaremye et al., 2024). Teachers are encouraged to use inter-sentential code-switching, alternating between languages across sentences, when giving detailed explanations, as it fosters engagement and encourages students to participate actively in discussions (Simasiku, Kasanda, & Smit, 2015). Additionally, teachers can use code-switching as a communication strategy to clarify instructions or provide quick feedback, including identifying and correcting students' errors promptly (Steiger, 2025). By applying these methods strategically, code-switching and code-mixing can effectively enhance comprehension, motivation, and interaction in the English language classroom.

CONCLUSION

The perceptions of EFL teachers at MAN Ambon toward the use of code-switching and code-mixing are diverse and can be categorized into two primary viewpoints: positive and negative. Among the positive perceptions, teachers believe that employing code-switching and code-mixing enhances students' comprehension, boosts their motivation to learn, and facilitates the acquisition of new vocabulary. On the other hand, some teachers expressed negative concerns, including the risk of repetitive explanations causing student boredom and the potential for teachers to deviate from prescribed language norms when using these strategies.

In light of those findings, training or guidance is needed for teachers on how to use code-switching and code-mixing strategically and in a controlled manner to maximize benefits while

minimizing potential drawbacks. Moreover, for future research, it is recommended to conduct quantitative studies to examine the impact of code-switching and code-mixing on student learning outcomes, or to explore similar research in various school contexts to gain a broader understanding of their effectiveness in English as a foreign language classroom.

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