

An Examination Into the Communicative Functions of Code-Switching and Code-Mixing in the Teaching and Learning Process

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ABSTRACT

This study aims to explore the phenomena of code switching and code mixing within instructional settings, focusing on lecturers and instructors engaged in the teaching and learning process. Employing a qualitative approach with a descriptive qualitative design, the research aims to describe and analyze the types and functions of language alternation used by educators. Data were analyzed using the interactive model proposed by Miles and Huberman, encompassing data reduction, data display, and conclusion drawing/verification. The respondents consisted of lecturers and vocational instructors observed during classroom and practical teaching activities. The findings reveal that both lecturers and instructors employed various forms of code switching and code mixing, including inter-sentential switching, intra-sentential switching, tag switching, and insertion. These language practices were utilized to enhance comprehension, clarify concepts, and adapt to the students' linguistic competencies, thereby facilitating more effective communication in educational contexts.

Keywords: *code switching, code mixing, learning process, linguistic competence*

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INTRODUCTION

Language, as a means of communication, constitutes a fundamental social necessity for human interaction. In contemporary society, a significant portion of individuals possess proficiency in two or more languages, resulting in the frequent use of multiple languages in daily communication. This phenomenon of bilingualism occurs across various domains, including family settings, social interactions among peers, and even within formal institutions such as schools and workplaces.

In communicative acts—particularly those occurring between instructors or lecturers and students during the learning process—both parties make deliberate choices regarding the linguistic codes employed (Wardhaugh & Fuller, 2015). Several factors influence these code choices, including the interlocutor, the topic of conversation, the context or atmosphere of the interaction, and others. Bilingual individuals, in particular, are capable of engaging in code-switching or code-mixing during communication. Such phenomena are evident in English language instruction in the classroom. For instance, when a teacher explains a concept to students and observes that the students do not fully understand, the teacher may switch to Indonesian to provide a more detailed explanation. Conversely, when students respond to the teacher's questions in English but lack the necessary vocabulary, they may incorporate Indonesian to complete their responses.

Based on the aforementioned discussion, the objective of this paper is to identify and analyze the types of code-switching and code-mixing that occur during the English language learning process in classroom settings at the International Institute of Tourism and Business.

Theoretical framework and research design

Theoretical Framework

Several theoretical frameworks underpin this study, which will be elaborated upon in the following discussion.

Sociolinguistics

Sociolinguistics is the study of language in relation to social conditions and structures (as explored by the social sciences, particularly sociology). Fishman (as cited in Sumarsono and Partana, 2002) refers to sociolinguistics as the "sociology of language." According to Appel (as cited in Chaer and Agustina, 2004), sociolinguistics includes the study of language use as a system of verbal interaction among its users within a community, a field known as interactional or micro-sociolinguistics. Additionally, studies concerning language use in relation to linguistic features within a speech community are referred to as correlational or macro-sociolinguistics.

Bilingualism

When two languages are used alternately by the same speaker, those languages are said to be in contact. Language contact typically occurs in a sociocultural context, where an individual learns a second language within a community (Appel & Muysken, 1987). Within this context, distinctions can be made between language learning situations, the process of language acquisition, and the individual engaged in language learning. Mackey (1968) defines language contact as the influence of one language upon another, either directly or indirectly, resulting in changes to the linguistic repertoire of a bilingual individual. Thus, it can be concluded that bilingualism arises as a consequence of language contact.

Mackey (1968: 557) further elaborates on various levels of bilingualism to distinguish degrees of second language proficiency. These levels can be assessed based on a speaker's command of grammar, vocabulary, semantics, and style, which are reflected in the four core language skills: listening, speaking, reading, and writing. The greater the number of these components mastered, the higher the level of bilingualism—and conversely, the fewer the components mastered, the lower the level of bilingualism.

Code-Switching

Code-switching refers to the phenomenon in which a speaker alternates between one linguistic code and another. When a speaker initially uses Code A (e.g., English) and subsequently shifts to Code B (e.g., Indonesian), this linguistic behavior is identified as code-switching. Hymes (1975, p. 103) defines code-switching as a general term for the alternation in the use of two or more languages, various dialects of a single language, or even different styles within the same variety of language. In bilingual or multilingual communities, code-switching can occur between different language varieties. The factors contributing to code-switching are closely related to the context and situational aspects of communication. According to Hymes, several factors in verbal interaction can influence meaning determination, namely: a. Who is speaking, and what is the speaker's social identity? b. Where and when is the conversation taking place? c. What mode or medium is being used? d. What is the topic of discussion? e. What is the function and objective of the interaction? f. What variety or level of language is being employed?

According to linguist, there are numbers types of code switching. Appel & Muysken (1987, 118), Poplack (1980) cited in Fanani and Ma'u (2018) state, there are three types of code switching, they are:

- a. Tag-switching, this type entails incorporating a term or expression from a foreign language as a tag, interjection, or aside within a sentence. For instance, an English speaker might include a French phrase to provide emphasis or clarity in their statement.

- b. Intra-Sentential switches, this type happens when one clause or sentence is expressed in one language, and the subsequent clause or sentence is in a different language. For example, a speaker may begin a sentence in English and then transition to Spanish in the following sentence.
- c. Inter-Sentential switches, this type involves changing languages within a single sentence, frequently at grammatical boundaries or when particular lexical items are utilized in one language while the remainder of the sentence is in another.

Code-Mixing

Kridalaksana (1982, p. 32) defines code-mixing, or interference, as the use of linguistic elements from one language into another to expand stylistic or linguistic variety. This includes the insertion of words, clauses, idioms, forms of address, and so forth. Nababan (1989, p. 32) further emphasizes that code-mixing occurs when individuals combine two or more languages or language varieties within a communicative situation that necessitates such blending. This phenomenon, referred to as code-mixing, often arises in informal contexts where the speaker lacks an appropriate expression in one language, prompting the use of lexical items or expressions from another language to convey meaning effectively.

Muysken (2001) as cited in Wibowo et al (2017) state the types of code mixing as follows:

- a. Insertion, this entails the direct use of vocabulary from one language within another, while preserving the overall grammatical framework of the initial language.
- b. Alternation, it happens when the grammatical frameworks of two languages are merged or switched in such a way that neither entirely prevails in the sentence. This can include varying between different word orders, grammatical characteristics, or even complete clauses.
- c. Congruent Lexicalization, this type consists of utilizing grammatical structures that are common to both languages, allowing for lexical substitutions with words from either language. In other words, the fundamental grammatical form remains consistent, but the vocabulary used to fill it comes from different languages.

The following are the key factors and motivations for engaging in code-switching or code-mixing:

1. The Speaker and the Speaker's Identity

Speakers may intentionally switch codes depending on their communicative goals. For example, a speaker may use code-switching to shift a conversation from a formal to an informal tone.

2. Interlocutor

The interlocutor may be an individual or a group. In bilingual communities, a speaker who begins communication in one language may switch to another to align with the linguistic background of their conversation partner. For example, a subordinate may speak Indonesian with the occasional insertion of refined regional language to show respect, while a superior may similarly switch to a local language to build rapport with subordinates. In cases involving a third-party interlocutor unfamiliar with the language initially used (e.g., Balinese), speakers may switch to a more widely understood language (e.g., Indonesian).

3. Setting and Time of Communication

In settings such as markets where individuals from diverse ethnic backgrounds interact, frequent instances of code-switching and code-mixing occur due to the multilingual nature of the environment.

4. Mode of Communication

The mode refers to the channel through which communication is conducted. Oral modes (face-to-face conversations, phone calls, audiovisual media) are more likely to involve informal language and therefore exhibit more code-switching and code-mixing than written modes (e.g., newspapers, journals, academic texts), which tend to adhere to formal linguistic norms.

5. Topic of Conversation

The topic can also influence code-switching or code-mixing. Non-academic or casual topics are often conveyed informally, using relaxed and familiar language, which may include words or expressions from another language to enhance social intimacy.

6. Function and Purpose

Language functions are tied to specific communicative intentions, such as requesting, offering, promising, or commanding. Code-switching may occur when a particular situation or context is perceived as incompatible with the language initially being used. Thus, code-switching reflects the interdependence between contextual and situational functions in bilingual language use.

7. Linguistic Variety and Speech Level

The choice of linguistic variety and speech level is influenced by the interlocutor and the situational relevance of a particular topic.

MATERIALS AND METHODS

Qualitative research is employed in the study. As stated by Creswell (2014), qualitative research serves as a way to investigate and comprehend the significance that individuals or groups attribute to a social human issue. The research process entails developing questions and methodologies; gathering data within the setting of the participants; analyzing the data inductively, progressing from specific details to broader themes; and interpreting the significance of the information. The ultimate written report follows a flexible structure in its writing. The participant in the study are the lecturer and instructors who give a lecture both in the classroom setting or laboratory. In the study, the researcher observed the interaction between lecturer and students in the learning process. It means that the researcher acts in passive participant. The data is collected by listening the utterance and recording the communication occurs, then transcript the recording and analysed.

Mile and Huberman (2014) employed in analysing data. There are numbers of stages involved in the process, those are a) collecting data, b) data reduction, c) data displayed, d) verified data, e) analysed data, f) data interpretation, and g) conclusion. In the study, data collection are classified based on the types of code switching and code mixing. Therefore, they analysed based on their category then interpreted. After the data interpreted, it is then concluded and presented in narrative form.

RESULTS AND DISCUSSION

The following result presents the language contact that occur in the teaching and learning process during class activities between lecturers or instructors and students. The data is taken in learning process in classroom and in laboratory setting. Code switching and code mixing as the result of interaction between lecturer and student.

Data 1 Inter- Sentential Switching

a. "Topik yang akan kita bahas adalah reservasi kamar, *I will present to you the powerpoint*".

(Indonesia – English)

b. "*How many students are absent today?* Ada yang tidak hadir?"

(English – Indonesia)

c. "*Your assignment for next week that you are going to make PPT and prepare quiz through quiziz.* Kira-kira ada pertanyaan terkait dengan tugasnya?"

(English – Indonesia)

d. "Baik pertemuan saya akhiri. *See you next week*".

(Indonesia – English)

In utterance (a), language interaction occurs in the classroom as the lecturer begins the session and introduces the topic to be discussed. The lecturer uses Indonesian as the initial medium of instruction not only to create a comfortable classroom atmosphere but also to convey information in a manner that is easily understood by the students. In utterances (b) and (c), language interaction takes place during the teaching and learning process. The lecturer switches from English to Indonesian. The purpose of this code-switching is to emphasize the context of the utterance being conveyed to the students, thereby ensuring their comprehension. The shift from one language to another is essential due to the varying levels of foreign language proficiency among students. Furthermore, this language shift helps clarify the concepts being presented. In this context, the lecturer seeks to determine whether the students have correctly understood the content delivered in English. In utterance (d), the lecturer demonstrates flexibility in classroom communication. This flexibility allows students to feel more at ease when interacting with the lecturer.

Data 2 Intra – Sentential Switching

- a. “Bisa di *clear up* dulu mejanya sebelum *table set up*”.
- b. “Gulanya di *caramelize* sampai berubah warna”.
- c. “Saya akan memeriksa *grooming* anda sebelum mulai praktek”.
- d. “Siapa yang tidak membawa *name tag* dan *note book* silahkan ambil dulu”.

Utterances (a) and (d) represent instances of intra-sentential switching. These utterances contain English phrases embedded within Indonesian sentences (e.g., *clear up*, *table set up*, *name tag*, and *notebook*). This type of language interaction occurs in the restaurant laboratory when an instructor is conducting restaurant training or practical sessions for students. The instructor uses foreign terms or phrases because they are widely recognized and commonly used in professional settings, particularly in the restaurant industry.

Utterances (b) and (c) also exemplify intra-sentential switching, in which the instructor incorporates foreign terms (e.g., *caramelize*, *grooming*) within Indonesian sentences. These interactions take place in the culinary laboratory during food preparation practice sessions. In these utterances, the speaker or instructor appears to lack familiarity with the appropriate Indonesian equivalents for the terms *caramelize* and *grooming*, and thus prefers to insert the English terms into the sentences.

Data 3 Tag Switching

- a. “*It’s easy*. Anda tinggal rendam cucian dengan air panas selama lima menit”.
- b. “*Okay*, sekarang masukan bahan pembersih kedalam mesin”.
- c. “*Alright*, karena semua sudah siap praktek segera dimulai”.

Tag switching refers to the practice of inserting a tag phrase or discourse marker from one language into a sentence that is predominantly in another language. These tags—such as *it’s easy*, *okay*, or *alright* in English—are typically positioned at the start or the end of a statement. In educational environments, tag switching often occurs when a speaker aims to soften their message, seek confirmation, or maintain the listener's interest. For example, an instructor may use Indonesian primarily for teaching but include an English tag like *okay?* or *you know?* at the conclusion of a sentence. This approach helps create a more engaging and dynamic communication setting. Additionally, tag switching can showcase the speaker's bilingual abilities and their skill in transitioning between languages fluidly depending on the context, intent, or audience.

Data 4 Insertion

- a. “Tugas video yang anda buat silahkan di *upload* di media sosial anda”.
- b. “I want to re-organise um “ *mengatur ulang* “ our class meeting”.
- c. “Yang sudah di *pressing* bawa kesini, jangan dulu di *packing*”.

Insertion in code mixing refers to the integration of linguistic components—such as words, phrases, or morphemes—from one language into the framework of another. This type of code mixing is characterized by the incorporation of foreign elements within a primary language while preserving the overall grammatical structure of the statement. In environments such as classrooms or

vocational training, insertion commonly happens when educators embed English terms in Indonesian sentences. For example, a teacher might include English words like *upload*, *organise*, or *pressing* or *packing* while speaking in Indonesian. These insertions are often motivated by the lack of direct translations in the native language, the widespread use of such terms in specific professional settings (such as the hospitality or culinary industries), or the speaker's fluency in both languages. Insertion helps to enhance communication, especially when addressing concepts or processes typically identified by their English terminology.

The Role of Code-Switching and Code-Mixing in Language Learning

Overall, employing code-switching and code-mixing in language teaching is extremely important. These communication strategies help improve interactions between educators and learners. The main goal of using code-switching and code-mixing in language acquisition is to aid students in comprehending the material taught by the teacher. This is especially important since students often depend on their first language when learning a foreign language, which can obstruct their understanding of the lesson content.

A restricted vocabulary in the foreign language being learned can create challenges in the educational journey. As a result, educators frequently use code-switching and code-mixing to effectively convey instructional content. Besides acting as communicative techniques to foster significant interactions with students, these language practices also serve as means to convey and maintain cultural identity.

CONCLUSIONS

Language is a tool used by humans to interact with one another. In addition to serving as a medium of communication, language also functions as a means of self-identification in daily social interactions. In communicative acts, shifts in language variation frequently occur, often from one language to another. Such shifts are possible due to individuals' ability to master two or more languages. This phenomenon of language alternation is referred to as code-switching or code-mixing.

Code-switching refers to the alternation in the use of language from one language to another. In classroom learning processes, various forms of code usage by instructors can be observed, including: (a) formal language, (b) informal language. Additionally, code-switching may occur in the form of interlingual shifts, such as from English to Indonesian, or may be triggered by the presence of a third party.

Code-mixing, on the other hand, involves the insertion of linguistic elements from one language into another to enhance the speaker's stylistic expression or linguistic variation. The forms of code-mixing identified in the classroom context include word-level insertions within sentences and phrasal insertions.

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