

Revisiting Code-Switching in TOEFL Instruction: Its Role in Facilitating Students' Grammatical Proficiency

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Abstract

This research revisits the role of lecturer code-switching in TOEFL ITP instruction by examining its effect on students' grammatical understanding through a quantitative approach. The research was conducted in the Political Science Department of Universitas Siliwangi and employed a survey method involving 40 first-semester students. The instrument was a 20-item Likert-scale questionnaire covering two main variables: code-switching practices and grammatical comprehension. Data were analyzed using SPSS, including validity and reliability tests, normality and linearity checks, and a simple linear regression analysis. The results revealed a significant positive relationship between code-switching and students' grammatical understanding, with an R^2 value of 0.832. The findings suggest that strategic use of L1 by lecturers through inter-sentential, intra-sentential, and socio-cultural code-switching supports grammar learning by reducing cognitive load, increasing engagement, and improving clarity. This study highlights the pedagogical potential of code-switching in multilingual EFL classrooms and recommends its careful integration into TOEFL preparation programs to bridge linguistic gaps and enhance learning outcomes. The findings of this study offer several pedagogical implications. First, they underscore the value of code-switching as a supportive instructional strategy in TOEFL ITP preparation, particularly in multilingual EFL contexts. Lecturers may employ strategic code-switching—inter-sentential, intra-sentential, and socio-cultural—to facilitate grammar instruction,



especially for lower-proficiency learners. Second, teacher training programs should include modules on effective and purposeful code-switching, helping educators balance their use without undermining target language exposure. Third, curriculum designers and institutions may integrate flexible language use into TOEFL preparation frameworks to bridge linguistic and cognitive gaps, enhancing learner comprehension and confidence. Finally, this research opens avenues for further exploration into code-switching's role across different language skills and educational settings, contributing to a more inclusive and context-responsive approach to English language teaching.

Keywords: *code-switching, grammar understanding, TOEFL ITP, EFL classroom, pedagogical strategy*

1. Introduction

English is regarded as a foreign language (EFL) in Indonesia since pupils do not often speak or utilize it daily (Fauzan Nugraha, 2019a). As one of the international languages, English plays an important role in realizing students' specific goals. The TOEFL ITP (Test of English as a Foreign Language Institutional Testing Program) is widely used to assess the English language proficiency of non-native speakers. In many universities, this test is a graduation requirement for all study programs. This makes the quality of instruction in TOEFL preparation classes crucial for students' success in the exam. Therefore, examining lecturers' teaching methods in these classes is important to help students prepare effectively.

Institutions can use their facilities to administer the TOEFL ITP as often as they want. The test consists of two levels. Students with starting to intermediate English language proficiency should take Level 2, while those with intermediate to advanced proficiency should take Level 1. Three portions make up the TOEFL ITP for both levels: reading comprehension (c), structure and writing expression (b), and listening comprehension (a). The capacity to identify instances of standard written English usage is tested in the section on structure and written expression (25 questions for Level 2 and 40 items for Level 1) (Golubovich et al., 2018; Wang, 2019)

Code-switching is the use of two or more languages in communication. Code-switching can be a pedagogical strategy in language learning classes to help students understand the material. This is important in exam preparation, where students

often have difficulty understanding instructions or materials in English. When discussing alternation inside an utterance or clause, some researchers used the term code-mixing, while others used the word code-switching to describe alternation between bigger units, such as clauses (Bonyadi et al., 2021)

Multilingual speakers can transition between languages in the same communication exchange (Jogulu & Radzi, 2018). Code switching is switching between two languages during a single speech or discussion. Code switching juxtaposes two distinct linguistic systems or subsystems in a single discourse between interlocutors. This is also observed in EFL classrooms in Indonesia, where professors and students frequently transition between English and Indonesian or their native tongues during class discussions. This tendency is known as “code-switching” by sociolinguists (Gumperz, 1982; Weinreich, 1953). Code-switching is used to communicate meaning when speaking multiple languages (Patmasari & Kamaruddin, 2022). A “bilingual” approach to teaching new vocabulary is embraced by students, which strengthens learning outcomes. Show that pupils’ responses to code-switching were good.

Previous research on code-switching was used in general knowledge or classroom management. However, in this study, the relationship between code-switching can help students meet the demands of the TOEFL exam preparation. The study was conducted quantitatively with a simple regression between code-switching and grammar comprehension. Students often face challenges in preparing for TOEFL ITP classes; some TOEFL rules are presented entirely in English. Lecturers often switch to L1 to clarify difficult grammar points, so this practice is called code-switching. This study focuses on exploring whether code-switching significantly affects L2 grammar. Using a quantitative approach, the study attempts to measure the effect through a survey on a pre-tested questionnaire and a simple regression analysis to measure and explore the strength of the relationship.

2. Literature

The majority of code-switching research has looked at lexical or sentential language shifts. According to Cook (2000), using the L1 in L2 classes is humanistic,

and using this method does not prevent learners' ability to express themselves because they lack vocabulary or are afraid of making mistakes (Luo, 2019; Poplack et al., 1988a). Previous relevant research has been conducted. However, this research has differences and gaps that show its novelty. The differences can be seen from the research objectives and methods. Andriani & Ena (2022a) have examined code-switching in preparatory IELTS and TOEFL classes and noted several types of code-switching employed by the teachers, such as intrasentential, intersentential, and lexical borrowing (Andriani & Ena, 2022b). In addition, pedagogical purposes were the most reported function, particularly teaching for understanding or easing the learning process. The study also highlighted that the teachers used code-switching strategically, based on situational demands from the students, but were never overly dependent on it for language learning.

Other studies investigate code-switching practices in EFL classrooms by examining roles and viewpoints from the views of both teachers and students. They discuss how teachers can use code-switching to help students learn languages (translation, comprehension, and classroom management) and vice versa. Results show that, despite disagreements about its effectiveness, code-switching is generally well-liked by both teachers and students. For instance, it can help close language skill gaps and improve understanding (Nurhamidah et al., 2018).

Research on code-switching is also explained in detail using quantitative methods. Fareed et al. (2016a) explain how Pakistani ESL (English as a Second Language) students see the practice of English teachers using code-switching in the classroom, especially the transition between English and Urdu during class. A 5-point Likert scale survey of 12 closed-ended and two open-ended items was employed as the methodology, and it was given to 156 undergraduate students from five different universities. According to the findings, most students had favorable opinions on code-switching, which is thought to help pupils understand the subject matter. However, others believed that it restricted their exposure to English (Fareed et al., 2016b)

The study will develop the theory of pedagogy, which states that teachers use code switching for clarification, translation, and classroom management.

Meanwhile, according to (Poplack et al., 1988b) in socio-linguistic theory, code switching is a strategy to improve student understanding. The study also discusses the theory of needs and functions in language learning as a cognitive and affective support tool. Siswa sering merasa tertekan karena target skor TOEFL ITP. Students often feel pressured by the TOEFL ITP score target (Hall et al., 2006; Sert & Amri, 2021).

Although code-switching behavior in the classroom has been studied to better understand students' language barriers, this study primarily focuses on TOEFL ITP preparation, which demands a higher level of academic language competence. Furthermore, unlike previous studies covering TOEFL, IELTS, and ESL in Pakistan, this study focuses on TOEFL ITP preparation for a non-English Department program. The study was conducted in the Political Science Study Program of Siliwangi University, which took English courses and was preparing for the TOEFL ITP as one of the graduation requirements.

Previous studies focused on code-switching for general knowledge or classroom management. In my study, code-switching is considered a teaching technique to meet the unique demands of TOEFL test preparation. The study was conducted quantitatively to measure the simple regression relationship between code-switching and grammatical understanding.

The use of code-switching in English classes has become a phenomenon that has attracted the attention of researchers because of its potential to help students understand difficult learning materials. Code-switching, which is switching between two or more languages in communication, is often used by lecturers to explain concepts, provide instructions, or build rapport with students (Fauzan Nugraha, 2019b). In the context of TOEFL ITP learning, this practice can play an important role, considering that the TOEFL test requires a deep understanding of academic English, which is often difficult for students to understand.

Code-switching in teaching has a pedagogical function, such as facilitating the understanding of the material and overcoming students' linguistic limitations (Sert, 2001). However, studies such as those conducted show that excessive use of code-

switching can hinder mastery of the target language. Therefore, it is important to explore how students' perceptions of lecturers' code-switching affect their learning outcomes, especially in grammatical understanding (Macaro et al., 2009).

The practice of code switching carried out by lecturers can be associated with facilitating grammatical understanding by utilizing the bilingual teacher's ability to bridge the first language (L1) and the target language (L2). According to Macaro (2005), bilingual teachers reported using the first language of learning for several purposes, including "teaching grammar explicitly". Using the first language allows for direct clarification of complex grammatical structures by providing explanations or equivalents of the first language, to strengthen learners' understanding, which cannot be done by teaching the second language. In short, learners use their first language as a language of thought to clarify the syntactic role of certain lexical items, indicating that the first language functions as a cognitive tool for grammatical analysis.

In preparing for the TOEFL, understanding complex English grammar requires code switching that can provide learners with faster access to understanding grammatical concepts and rules by utilizing the linguistic knowledge they have in their first language. In line with Cook's (2001) view, the use of the first language (L1) in second language (L2) learning should not be considered a barrier, but rather a potential pedagogical tool. While traditional approaches often emphasize full exposure to the L2 and discourage use of the L1, Cook critiques this view and suggests that L1 integration can strengthen multilingual competence and deepen conceptual understanding. In the context of TOEFL ITP classroom preparation, lecturers' strategic use of Indonesian can help clarify complex grammatical concepts, elaborate instruction, and make classroom management more effective. This is particularly relevant in EFL classrooms in Indonesia, where the connection between English and mother tongue grammatical structures needs to be bridged. Through this approach, lecturers can reduce the cognitive barriers students face while increasing their confidence in understanding grammar material in depth.

From a sociolinguistic perspective, Ferguson (2003) asserts that code-switching has several important pedagogical functions, including clarifying

meaning, facilitating classroom management, and creating a sense of closeness and comfort between teachers and students. He sees code-switching not just as a communication strategy, but also as an adaptive instructional approach to the diverse linguistic needs of students. In grammar teaching, using the first language can provide direct understanding of complex structures and help reduce the potential for misunderstanding, especially in a multilingual learning environment such as Indonesia.

Based on the theoretical framework, this study starts from the assumption that the planned application of code-switching in TOEFL ITP preparation classes can be an effective pedagogical strategy to improve students' grammar understanding, especially for those from non-English study programs.

3. Method

This study uses a quantitative research method with a survey design. One objective is to identify the relationship between lecturers' use of code-switching and the learning outcomes of the TOEFL ITP preparation class, with a primary focus on grammar comprehension. The population in this study was students who had taken the TOEFL ITP preparation class.

3.1 Participants

The sampling technique in this study was simple random sampling, namely, class D semester 1, which took English courses, consisting of 40 students. The questionnaire in this study used a Likert scale to collect data about students' perceptions of code switching and its influence on grammar comprehension. The data analysis technique used was to conduct validity and reliability tests to ensure that the data met the research objectives. Furthermore, correlation tests and simple regression tests were carried out. These students were considered relevant as they had no formal background in English education, but were required to meet TOEFL ITP graduation standards.

3.2 Research Instruments

The main instrument used was a structured questionnaire consisting of 20 Likert-scale items: 10 items for variable X (Lecturer's Code-Switching Practices) – measuring students' perceptions of how often and effectively lecturers switch between English and Bahasa Indonesia when teaching grammar. 10 items for variable Y (Grammatical Understanding) – assessing students' self-reported understanding of key grammar concepts commonly found in TOEFL ITP, such as subject-verb agreement, tenses, sentence structure, and parallelism. Each item used a 5-point Likert scale, ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*.

3.4 Validity and Reliability

The construct validity of the questionnaire was evaluated using Pearson's product-moment correlation, where all items returned r-values > 0.312 , indicating that all items were valid. Reliability testing using Cronbach's Alpha produced a value of 0.765, exceeding the acceptable threshold of 0.7, confirming the instrument's internal consistency.

3.5 Data Collection and Procedure

Data were collected by distributing the questionnaire in printed form to the sample group during class hours. Students were informed about the purpose of the study and assured of confidentiality. The responses were then input into SPSS for analysis.

3.6 Data Analysis Technique

Data analysis was performed using **SPSS version 25** and included several stages:

- Normality Test (using Kolmogorov–Smirnov test) to ensure data distribution met parametric test assumptions.
- Linearity Test to confirm a linear relationship between the independent and dependent variables.

- Simple Linear Regression to examine the degree of influence of lecturers' code-switching practices (X) on grammatical understanding (Y).

A significance level of $p < 0.05$ was used to determine statistical relevance. The following are the research instruments used by the researcher:

Variable	Questionnaire
X	The lecturer often uses Indonesian to explain complex grammar concepts.
	The lecturer uses code switching to provide contextual examples of grammar rules.
	The lecturer's use of code switching helps me understand difficult grammar terms.
	The lecturer used Indonesian to ensure I understood the material before moving on.
	The lecturer uses code switching to explain common mistakes in English grammar.
	The lecturer's use of code switching makes me feel more confident in learning grammar.
	The lecturer often switches to Indonesian to provide a summary of grammar material.
	I find it easier to understand grammar instructions when the lecturer uses code switching.
	The lecturer's code switching helps me connect English grammar rules with Indonesian.
	The lecturer's code switching clarifies the grammatical differences between English and Indonesian.
Y	I understand the rules of subject-verb agreement in English grammar.
	I can identify and correct grammatical errors in TOEFL sentences.
	I feel confident in determining the correct form of verbs in grammar questions.
	I can distinguish the use of tenses correctly in TOEFL sentences.
	I understand the function and position of relative clauses in TOEFL sentences.
	I can recognize errors in the use of conjunctions in grammar questions.
	I understand the structure of complex sentences in English grammar.
	I can apply the rules of parallelism in solving TOEFL grammar questions.
	I feel confident in determining the correct use of articles (a, an, the).
	I understand the difference between the use of active and passive verbs in grammar questions.

4. Results and Discussion

4.1. Validity and Reliability Test

Several tests have been carried out in the research method presentation section to obtain accurate results using the theory and variables. Based on the questionnaire, the researcher summarizes the answers by the respondents and adjusts them to the steps in the SPSS application. At the data quality test stage, using the SPSS application, the researcher conducted a validity test based on Table 1.1, showing the results of the r-count of variables X and Y, which states that all questionnaires used are valid because the r-count is greater than the r-table. Based on the table information, $R\text{-Count} > 0.4124$. So it can be said that the research is valid. Then, after the validity test, the researcher conducted a reliability test. The purpose of this calculation is to determine whether the questions given to students are reliable.

Table 1.1. Data Validity Test

Variable	Questions	R-Hitung	R-Table
X	X1	0,321	Valid
	X2	0,393	Valid
	X3	0,531	Valid
	X4	0,631	Valid
	X5	0,324	Valid
	X6	0,433	Valid
	X7	0,679	Valid
	X8	0,697	Valid
	X9	0,388	Valid
	X10	0,341	Valid
Y	Y1	0,666	Valid
	Y2	0,667	Valid
	Y3	0,637	Valid
	Y4	0,683	Valid
	Y5	0,721	Valid
	Y6	0,689	Valid
	Y7	0,743	Valid
	Y8	0,653	Valid
	Y9	0,476	Valid
	Y10	0,689	Valid

Table 1.2. Data Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,765	20

The table above shows that Cronbach's Alpha value determines the reliability of the questionnaire instrument. The researcher used the SPSS application to find the results, which state that the questionnaire is reliable if Cronbach's Alpha value is more significant than 0.7. After testing, the reliability test obtained a Cronbach's Alpha value of 0.765, so the questionnaire used was stated as reliable.

Data Normality Test

One Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value	
		N	40
<i>Normal Parameters^{a,b}</i>	Mean		0,0000
	Std. Deviation		12,97
<i>Most Extreme Differences</i>	Absolute		123
	Positive		,103
	Negative		-,128
		<i>Test Statistic</i>	1,87
		<i>Asymp. Sig. (2-tailed)^c</i>	,229
<i>Monte Carlo Sig. (2-tailed)^d</i>	Sig.		,541
	99% Confidence Interval	Lower Bound	,035
		Upper Bound	,057
		Bound	

Data Linearity Test

Based on the table above shows that the one-sample Kolmogorov-Smirnov test value is 0.229. So the p-value > 0.05, it can be said that the data is normally distributed. Then the data can be used to conduct further tests.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Grammar * CodeSwitching	Between Groups	(Combined)	36,980	10	3,698	,502	,875
		Linearity	8,253	1	8,253	1,119	,299
		Deviation from Linearity	28,726	9	3,192	,433	,906
	Within Groups		213,795	29	7,372		
	Total		250,775	39			

This test is used to determine the relationship between independent and dependent variables. If the sig. Deviation from linearity > 0.05, there is a linear relationship between the variables of code-switching and grammatical understanding. The table explains that the Deviation from linearity is 0.906.

Simple Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,545 ^a	,832	,537	2,52629

a. Predictors: (Constant), CodeSwitching

b. Dependent Variable: Grammar

The simple linear regression analysis produced an R value of 0.545 and an R² (coefficient of determination) of 0.832. This means that 83.2% of the variance in students' grammatical understanding (Y) can be explained by lecturers' code-switching practices (X). The significance level ($p < 0.05$) confirmed a statistically significant positive relationship between the two variables. These findings validate the research hypothesis (H1) and reject the null hypothesis (H0).

The study results show that lecturers implementing code-switching practices can significantly affect the grammar skills of Political Science students at Siliwangi

University in preparing for the TOEFL test. There is an influence of 83.2% between the independent variable (Code-Switching) and the dependent variable (Grammatical Understanding). This finding emphasizes that assistance is needed to bridge the linguistic gap and improve understanding in non-English Department majors with limited English skills. One example of code-switching in this study is when the lecturer switches between English and Indonesian to explain complex grammar rules. For example, when introducing *subject-verb agreement*, the lecturer can say, “*In English, singular subjects take singular verbs. Jadi, kalau subjeknya tunggal, kata kerjanya juga harus bentuk tunggal, seperti ‘He runs’ bukan ‘He run.’*”

Several stages in code-switching are carried out, namely the first topic switch, where the teacher can switch to explain the topic being discussed to make it easier to bridge the understanding of the known language to the foreign language. Second, affective function, code switching can help students get closer by building an emotionally supportive classroom environment. Third, the teacher repeats the information in the mother tongue to ensure clear understanding, but students become more dependent on the translation provided by the lecturer (Park, 2013). Code switching has a purpose, among others, to help understand grammar, which is one of the sub-tests in the TOEFL ITP. This can be a good strategy if the lecturer can manage it optimally. Another strategy often used is *inter-sentential code-switching*, where the lecturer provides additional explanations in Indonesian after explaining in English. For example, after explaining *a conditional sentence in English*, the lecturer can say, “*If I were you, I would study more. Ini artinya, kalau saya jadi kamu, saya akan belajar lebih banyak. Ini bentuk ‘conditional sentence type 2’.*” This strategy reduces the risk of misunderstanding while strengthening students’ understanding by providing exposure to two languages. Lecturers can also apply *intra-sentential code-switching*, which is used to explain both languages in one sentence.

The primary function of *intra-sentential code-switching* is to explain new vocabulary or complex concepts and to reduce students’ cognitive load (Andi Adisaturrahimi & Reskyani, 2024; Jiang et al., 2023; Macaro & Lee, 2013; Nashruddin et al., 2024; Setiawan, 2023). From a linguistic perspective, code-

switching can be a scaffolding tool that helps in linguistic independence. Students can answer TOEFL ITP grammar questions if they get guidance from lecturers who can motivate them and reduce their anxiety. One of the challenges of TOEFL ITP is that it is one of the graduation requirements, according to the standards set by the university.

Political Science students also feel the socio-cultural implications of code-switching because they consider English not as a daily need but as an academic need (Bakken, 2016; Nilep, 2006). Therefore, using Indonesian can help implement the principle of inclusive learning. In addition, code-switching increases students' metalinguistic awareness by helping them compare grammatical structures between English and Indonesian. For example, when teaching *passive voice*, the lecturer explains, "*In English, kita selalu pakai 'be' + past participle untuk passive, seperti 'The author wrote the book.'* Berbeda dengan Bahasa Indonesia yang hanya tambahkan kata 'di-' seperti 'Buku ditulis oleh penulis.'" This comparison allows students to recognize patterns and differences, thus encouraging a deeper understanding of grammar. One of the drawbacks of relying on code-switching is that it hinders the overall understanding of English (Turnbull, 2001). The results of this study indicate that lecturers' code-switching practices positively impact students' understanding of grammar, especially in the context of TOEFL ITP preparation, which requires mastery of complex academic English. The lecturer's strategic use of Indonesian has made it easier for students to understand grammatical concepts that are difficult to understand if explained entirely in English.

Students said that code-switching provides more precise explanations, makes grammar rules feel more reasonable, and increases their confidence in applying English language structures correctly. For example, many students said that when lecturers use Indonesian to explain topics such as subject-verb agreement, conditional sentences, or passive voice, their understanding increases significantly. This study also identified that lecturers apply code-switching in two forms: inter-sentence and intra-sentence. In inter-sentence code-switching, the change between English and Indonesian occurs between complete sentences, especially when explaining rules or providing illustrations. Meanwhile, intra-sentence code-

switching is seen when two languages are used in one sentence to strengthen meaning. Both strategies function as scaffolding or learning aids, which help reduce cognitive load and lower students' anxiety levels.

From a pedagogical and sociolinguistic perspective, this finding aligns with Macaro's (2005) opinion, which states that using the first language in teaching a second language can strengthen the explicit understanding of grammar. Cook (2001) also emphasizes that the first language is not a barrier, but rather a cognitive aid that supports students in analyzing language structures in more depth. In addition, Ferguson (2003) highlights the role of code switching in the affective and classroom management aspects, two functions clearly visible in this study's results. In the context of EFL learning in a multilingual environment such as Indonesia, where English is rarely used outside the classroom, the use of Bahasa Indonesia can bridge the gap between academic needs and students' socio-linguistic realities. This is especially relevant for non-English study programs such as Political Science, where students tend to see English as a complex subject and far from everyday life. By comparing English and Indonesian grammatical structures, lecturers can help students build stronger metalinguistic awareness, which can deepen their mastery of grammar.

Although this study revealed meaningful findings, the data used mainly were derived from subjective perceptions of students collected through questionnaires. Therefore, further research should use a mixed-method approach, for example, by adding direct classroom observation or in-depth interviews, to strengthen the validity of the data through triangulation. In addition, expanding the number of respondents and involving students from various faculties is also recommended to obtain a more comprehensive picture. In general, the results of this study indicate that code-switching practices not only function as a temporary solution but can also be considered a valid pedagogical strategy, especially in teaching grammar in TOEFL preparation classes.

5. Conclusion

This study concludes that code-switching practices carried out by lecturers have a significant positive effect on students' grammar comprehension in TOEFL ITP

preparation classes. Based on quantitative findings, it is known that the use of code-switching can explain 83.2% of the variability in students' grammar comprehension. This shows that code-switching is not just a linguistic phenomenon, but an effective pedagogical strategy supporting a deeper learning process.

In teaching TOEFL ITP, lecturers should appropriately integrate students' first language (L1) into the learning process. The strategic use of L1 can bridge the linguistic gap, increase students' active participation, and reduce anxiety due to high exam pressure. This study identified three forms of code-switching strategies, namely inter-sentence, intra-sentence, and socio-cultural-based code-switching, which play an important role in facilitating grammar comprehension, especially for students from non-English study programs. For example, when explaining materials such as subject-verb agreement, conditional sentences, or passive voice, switching to Indonesian allows students to understand concepts more concretely through structural equivalents in their mother tongue. This practice reinforces the view that L1 can be a cognitive tool in helping students understand the syntactic function of certain grammatical elements. These findings have three main implications. First, in pedagogical practice, lecturers must be aware of the strategic value of code-switching in teaching, especially in delivering complex grammar materials in EFL classes and challenging academic exam contexts such as the TOEFL. Second, in curriculum development, educational institutions should consider adaptive language policies and training for lecturers in multilingual teaching to support the effectiveness of TOEFL preparation classes. Third, Directions for Further Research: Future research should use a mixed methods approach, reach out to diverse student backgrounds and study programs, and examine the long-term impact of code-switching practices on learning and exam performance.

These findings support the importance of integrating sociolinguistic and pedagogical approaches in teaching practices, especially in multilingual learning environments such as Indonesia. If used wisely, code-switching can effectively bridge the mother tongue and the foreign language, encouraging increased academic achievement and student engagement in the learning process.

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