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Exploration Of English Switching Codes In Teil Course Discussions

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Abstract

This study aims to explore the practice of English code-switching in discussions in the Teaching English as an International Language (TEIL) course in the university environment. This study uses a descriptive qualitative approach to examine the form and function of code-switching as a communicative strategy in the context of multilingual learning. The research data was collected through video recordings of Zoom-based class discussions, student questionnaires, and supporting documentation in the form of Semester Learning Plans (RPS) and lecture materials. The verbal data obtained is transcribed and analyzed thematically to identify the context and purpose of using code-switching. The results of the study show that code-switching is used by students to (1) clarify understanding of theoretical concepts, (2) maintain the continuity of academic communication, (3) affirm critical opinions or attitudes, and (4) build solidarity and comfort in discussions. These findings indicate that code-switching does not solely reflect linguistic limitations, but rather is a communicative strategy that is in line with the principles of Teaching English as an International Language (TEIL) and English as a Lingua Franca (ELF). Therefore, this study emphasizes the importance of applying a more inclusive and contextual pedagogical approach to multilingual practices in English learning in higher education.
Keywords: code-switching; TEIL; ELF; academic discussions; EFL

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi praktik peralihan kode bahasa Inggris dalam diskusi dalam mata kuliah Teaching English as an International Language (TEIL) di lingkungan universitas. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk mengkaji bentuk dan fungsi code-switching sebagai strategi komunikatif dalam konteks pembelajaran multibahasa. Data penelitian dikumpulkan melalui rekaman video diskusi kelas berbasis Zoom, kuesioner mahasiswa, dan dokumentasi pendukung berupa Rencana Pembelajaran Semester (RPS) dan materi perkuliahan. Data verbal yang diperoleh ditranskripsikan dan dianalisis secara tematik untuk mengidentifikasi konteks dan tujuan penggunaan code-switching. Hasil penelitian menunjukkan bahwa code-switching digunakan oleh mahasiswa untuk (1) memperjelas pemahaman konsep teoritis, (2) menjaga kesinambungan komunikasi akademik, (3) menegaskan pendapat atau sikap kritis, dan (4) membangun solidaritas dan kenyamanan dalam diskusi. Temuan ini menunjukkan bahwa pengalihan kode tidak hanya mencerminkan keterbatasan linguistik, melainkan merupakan strategi komunikatif yang sejalan dengan prinsip-prinsip Pengajaran Bahasa Inggris sebagai Bahasa Internasional (TEIL) dan Bahasa Inggris sebagai Lingua Franca (ELF). Oleh karena itu, penelitian ini menekankan pentingnya menerapkan pendekatan pedagogis yang lebih inklusif dan kontekstual terhadap praktik multibahasa dalam pembelajaran bahasa Inggris di perguruan tinggi.
Kata Kunci: code-switching; TEIL; ELF; academic discussions; EFL

Introduction

In English lectures at the university level, English is increasingly used as the language of instruction for academic discussions involving students with diverse backgrounds. In the context of Teaching as an International Language (TEIL), English is not only positioned as a single model that must follow the norms of native speakers, but also as a means of academic communication used by multilingual learners. (Kumaradivelu, 2008), emphasizes that English teaching needs to respond to the local realities and actual linguistic practices of learners, not simply pursue the ideal standards of native speakers.

The TEIL class thus becomes a multilingual interaction space that allows students to use more than one language to build an understanding of the lecture material. In class discussions, students are not only required to use English linguistically, but also to present ideas, express critical opinions, and respond to the views of their peers. This situation naturally opens up space for flexible language practices, including the use of code switching, as part of students' efforts to maintain the meaning and fluency of academic communication.

This view is in line with the concept of English as a Lingual Franca (ELF), which views English as a means of communication between speakers with different language backgrounds. (Jenkins, 2007) and (Seidlhofer, 2011), emphasize that in the context of EFL, the success of communication is determined more by understanding and negotiating meaning than adherence to the linguistic norms of native speakers. (Canagarajah, 2013), also added that multilingual practices, including code switching are part of the communicative strategies used by speakers to achieve the goals of interaction. Thus, the use of switching codes can be understood as a reasonable and also functional practice in EFL-based academic communication.

In linguistic studies, code switching refers to the practice of switching the use of two or more languages in a single communication interaction (Gumper, 1982). In the context of language learning, code switching is often used as a pragmatic strategy to help understand concepts, explain complex ideas, and maintain fluency when discussing. Cook (2001) views the use of the first language as a cognitive resource that supports the learning process, while Macaro (2005) asserts that code switching can serve as a facilitator in Language classes, especially when learners are faced with high cognitive demands.

The phenomenon of code switching has become increasingly prominent in TEIL lecture discussions that require students to understand theoretical concepts, express critical thinking, and negotiate meanings on an ongoing basis. In these discussion conditions, students often switch between English and Indonesian to explain abstract ideas, affirm attitudes, or respond to the opinions of other participants. This practice not only reflects linguistic limitations, but also shows students' strategic efforts in managing academic communication to remain effective and meaningful.

Although many studies on code switching in English learning have been conducted, most previous studies have focused on the context of primary and secondary education or placing code switching as a variable that is measured quantitatively. Research that specifically explores code switching in the discussion of TEIL courses in higher education, as well as understanding it as a natural communicative practice within the framework of TEIL and ELF, is still relatively limited. In addition, the perspective of students as the main actors of academic discussions has not been explored in depth through a qualitative approach.

Based on these gaps, this study aims to explore how and for what English code switching is used in the discussion of TEIL courses. This study uses a descriptive qualitative approach to understand the function of code switching and its role in supporting student academic communication.

Theoretically, this research is expected to enrich the study of TEIL and ELF by presenting a real picture of the practice of code switching in the context of higher education. Practically and pedagogically, the findings of this research are expected to help lecturers understand students' multilingual practices and encourage a more contextual and inclusive learning approach to the use of language in the TEIL classroom.

Literature Review
Teaching English as an International Language (TEIL)

Teaching English as an International Language (TEIL) is an approach to teaching English that views the language as a global communication tool used by speakers from various linguistic and cultural backgrounds. In TEIL's perspective, English is no longer positioned as the exclusive property of native speakers, but rather as an international language that is used dynamically in a multilingual context (Marlina, 2014).

In Indonesia, TEIL is becoming increasingly relevant considering that the majority of English users are bilingual or multilingual speakers. Lauder (2008) emphasized that the function of English in Indonesia is

instrumental and co-exists with Indonesian and regional languages. Therefore, TEIL's learning practices cannot be separated from the multilingual reality of students. TEIL classes have the potential to be an interaction space where students utilize a variety of linguistic resources to build academic meaning and understanding.

The concept of English as a Lingua Franca (ELF) emphasizes the use of English as a means of communication between speakers with different native language backgrounds. The main focus of ELF is not on the grammatical accuracy of native speakers, but on the meaningfulness, clarity, and effectiveness of communication (Kirkpatrick, 2010).

In a pedagogical context, ELF gives legitimacy to flexible language practices, including the use of first language and other communication strategies. Dewi (2021) shows that EFL learners in Indonesia often use ELF-based communication strategies to maintain smooth interactions. Thus, ELF views practices such as code-switching not as linguistic errors, but rather as part of a global communicative competence relevant to the context of current English use.

Code-switching generally refers to the practice of moving from one language to another in a single interaction or speech. In the context of language learning, code-switching is understood as a communication strategy used by learners and teachers to achieve certain goals, such as clarifying meaning, maintaining communication flows, or expressing identity (Setiawan, 2016). In EFL and TEIL classes, code-switching often arises in response to linguistic limitations or material complexity. Nurhamidah et al. (2018) found that the use of first language in English learning helps students understand abstract concepts and reduces learning anxiety. Therefore, code-switching is not solely related to the lack of English language skills, but also reflects a pedagogical strategic choice.

A number of studies in Indonesia have examined the practice of code-switching in the context of EFL classes. Siregar (2019) shows that both teachers and students view code-switching as an effective learning tool, especially in explaining difficult instructions and concepts. Another study by Cahyani, de Courcy, and Barnett (2018) reveals that positive attitudes towards code-switching are related to the pedagogical needs and linguistic realities of bilingual classrooms. However, most of the research still focuses on the context of primary and secondary education, and uses a quantitative approach to measure the frequency or attitude towards code-switching. Studies that explore the practice of code-switching qualitatively in academic discussions at the university level, especially in TEIL courses, are still relatively limited.

Based on the above literature review, it can be concluded that although code-switching has been extensively researched in the context of EFL classes in Indonesia, studies that position it as a communicative practice in TEIL courses are still rare. This study places code-switching not as a linguistic error, but as a communication strategy that is in line with the principles of TEIL and ELF.

Using a qualitative approach, this study seeks to fill the research gap by exploring how and for what purpose code-switching is used in the discussion of TEIL courses. This study is expected to enrich the understanding of multilingual practices in English learning in Indonesian universities.

Researh Methods

 This study uses a descriptive qualitative approach which is used to explore the practice of code switching in class discussions in the Teaching English as an Internal Language (TEIL) course. This approach was chosen because the research focuses on an in-depth understanding of the use of language in the real-world context of learning, in line with the view of TEIL and English as a Lingual Franca (ELF) which views English as a dynamic communicative practice in a multilingual environment. Thus, this study does not aim to assess language density based on native speaker norms, but rather to examine how code switching is used as a communicative strategy in academic interaction.

The participants of this research are students of the English Language Education study program at the University of Muhammadiyah Tangerang.\ who follow the TEIL course. Participant selection was conducted through purposive sampling, taking into account the context of the class that encourages active discussion and use of English in a bilingual or multilingual environment. Students as non-native speaker learners naturally bring a diverse linguistic repertoire into classroom discussions, making it relevant to seven studies that place code switching as a communication practice in the context of TEIL.

The research data was collected through several techniques to comprehensively capture the phenomenon of code switching. The main data source is in the form of video recordings of class presentations, which record students' verbal interactions during the TEIL learning process. This recording allows direct observation of the form and context of code switching in academic discussions.

This study also uses a questionnaire to explore students' views and experiences related to the use of code switching in TEIL discussions. Supporting data is obtained through documentation, such as semester learning plans (RPS) and lecture materials, which help provide pedagogical concepts and learning objectives for TEIL courses.

Data analysis was carried out qualitatively descriptively. The video recordings are transcribed, then analyzed to identify speech that contains code switching. The data is classified based on the context and purpose of its use in the discussion, such as to clarify meaning, maintain smooth communication, or affirm certain ideas. The findings from the video recordings were analyzed contextually by considering the principles of TEIL and ELF, and supported by observational data, questionnaires and documentation. The analysis process is driven repeatedly to ensure consistent interpretation and in harmony with the focus of the research.

To maintain the validity of the data, this study applies triangulation of sources and techniques, by comparing data from video recordings, questionnaires, and documentation. This approach is used to reinforce the findings as well as ensure that the interpretation of code switching practices is based on a variety of complementary data sources.

Based on data analysis obtained from transcripts of class discussions, student questionnaires, and learning documentation, this study identified a number of scientific findings related to the use of code-switching in the discussion of the Teaching English as an International Language (TEIL) course. The findings show that code-switching is used systematically and has a significant communicative function in the context of multilingual learning in college.

The results of this study show that students continuously use code-switching as a strategy to facilitate the understanding and explanation of complex theoretical concepts. The transition from English to Indonesian tends to occur when students discuss academic terms or abstract ideas that demand a deeper cognitive process. This pattern indicates that Indonesian functions as a cognitive resource that helps students in building and clarifying meaning during academic discussions.

This phenomenon can be scientifically explained through a bilingual learning approach that views the first language as a means of supporting in understanding academic material delivered in a foreign language. A number of studies in Indonesia show that the use of the first language in learning English makes a positive contribution to concept comprehension and helps reduce the cognitive burden of learners. Research conducted by Nurhamidah, Fauziati, and Supriyadi (2018) and Dewi (2021) revealed that code-switching practices play a role in helping EFL learners in Indonesia understand abstract concepts and increase participation in class discussions. A similar finding was also put forward by Siregar (2019), who stated that language switching in academic discussions serves as a pedagogical strategy to clarify messages and strengthen students' conceptual understanding.

Therefore, the use of code-switching in the discussion of TEIL courses cannot be interpreted solely as a reflection of the limitations of students' English competence, but rather as a communicative and cognitive strategy that is relevant to the context of EFL learning in Indonesia. These findings confirm that multilingual practice is an integral part of the English learning process in the university environment.

The results of this study also reveal that code-switching plays a role as a strategy to maintain the continuity and smoothness of academic discussions. Students tend to switch languages when facing vocabulary limitations or difficulties in composing English speech spontaneously. The switch allows academic interaction to continue effectively without any pauses that have the potential to hinder the flow of discussions.

These findings show that in the context of academic discussions, comprehension is a priority aspect over linguistic accuracy. This is in line with the principles of English as a Lingua Franca (ELF) which emphasizes that the success of communication is determined by the speaker's ability to negotiate meaning and convey the message effectively, not by adherence to the native speaker's linguistic norms (Jenkins, 2007; Seidlhofer, 2011).

In addition to cognitive and communicative functions, this study also found that code-switching is used by students as a means to assert arguments and convey critical attitudes in discussions. Indonesian is used when students want to emphasize opinions, convey an evaluation of an idea, or respond to the views of other discussion participants more clearly and explicitly.

Pragmatically, the use of the first language in this context allows students to express meaning with a higher level of precision and nuance. These findings reinforce the view that multilingual practices are part of the communication strategies used by speakers to achieve interaction goals, as presented in a study of multilingual communication in a global context.

Furthermore, this study shows that code-switching also has a social dimension in classroom interaction. The use of Indonesian in the midst of English discussions contributes to the creation of a more inclusive interaction atmosphere and helps reduce the psychological pressure of students in using foreign languages. Thus, code-switching plays a role in building a sense of solidarity and comfort between discussion participants.

These findings confirm that code-switching is not only related to linguistic aspects, but also contributes to shaping the social dynamics of the classroom. The results of this study are in line with the findings of Cahyani, de Courcy, and Barnett (2018) who stated that the practice of code-switching can strengthen interpersonal relationships and create a more supportive learning environment. Overall, the findings of this study confirm that code-switching is a relevant and functional communicative practice in the context of Teaching English as an International Language (TEIL). Students demonstrate the ability to strategically utilize their linguistic repertoire to achieve academic communication goals.

Therefore, code-switching cannot be seen as a form of linguistic deviation, but rather as a practice that is in line with the principles of Teaching English as an International Language (TEIL) and English as a

Lingua Franca (ELF). These findings also answer the research objectives by emphasizing the need for a more inclusive and contextual approach to English learning in higher education in accommodating multilingual practices.

Conclusion

This research aims to explore the practice of English code switching in the discussion of Teaching English as an Internal Language (TEIL) courses in the university environment. Based on the results of qualitative data analysis obtained from recorded class discussions, student questionnaires, and learning documentation, this study shows that code switching is a communicative practice that is used strategically by students in academic interactions. The findings of the study revealed that code switching has several main functions, namely clarifying understanding of complex theoretical concepts, maintaining the smoothness and continuity of discussions, affirming critical opinions or attitudes, and building solidarity and comfort in class interactions. This practice shows that students are able to use their linguistic repertoire flexibly to achieve academic communication goals effectively.

In line with the principles of Teaching English as an International Language (TEIL) and English as a Lingual Franca (ELF), the results of this study confirm that code switching cannot be seen as a form of linguistic error or a form of deviation from the norms of native speakers. On the other hand, code switching is part of a communication strategy that is relevant in the context of multilingual learning, especially in EFL environments such as Indonesia.

Theoretically, this study contributes to the study of TEIL and ELF by providing an empirical overview of code switching in academic discussions in universities. Practically and pedagogically, the findings of this research are expected to help lecturers understand the dynamics of student language use and encourage the application of a more inclusive, contextual, and responsive learning approach to multilingual reality in the TEIL classroom

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