Types and Reasons of Teachers' Code Switching: A Case Study at MKU Program of Hasanuddin University Doing an Online English Teaching

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Abstract: *The study aims to describe and reveal the types and reasons of code switching used by the teachers in conducting teaching and learning process at the MKU program, Hasanuddin University doing an online English teaching. This research used a qualitative descriptive method. The data presented were collected by recording the learning process and using questionnaires. After that, sentences containing code switching were identified and collected. Furthermore, the data were classified based on the types and the reasons for teachers to use code switching and then analyzed descriptively. The results show that there are four types of code switching used, namely, intraclausal, intraphrasal, intralexical, and interclausal switching. The results also indicate three main reasons why the teachers use code switching, namely different levels of student's competence in understanding the material and the lack of Indonesian words, and giving emphasis or clarity of the switched items.*

Keywords: sociolinguistics, codeswitching, teacher, reasons, types, descriptive, MKU

1. Background

Language plays an important role in people's lives as it is used as a medium of conveying ideas, thoughts, and feelings. In communicating, sometimes people use two or more languages. This happens because people in the world are mostly bilingual and multilingual, or the ability of a person to master two or more languages. With this ability, there is a phenomenon that is happening in the current era, i.e. code switching or the phenomenon when a person uses two different languages in a conversation.

In linguistics, code switching is the use of language variations or the use of other language codes. Code switching happens when a speaker alternates between two or more languages. (Wardhaugh, 2006) claims that code switching can occur in a conversation between two speakers. It can happen between sentences (inter-sentential switch) or within a single sentence (intrasentential switch). The phenomenon of code switching is also one of the strategies in communicating. The strategy usually aims to show social status, level of education, or just to enrich speech in communicating. In addition, the phenomenon of code switching can be found in many types of activities of everyday life. This phenomenon can be found in various forms such as magazines, newspapers, advertisements, radio broadcasts, tv shows, movies, music, even in the learning process.

The issue of using code switching as a communication strategy has been discussed very often in various forms and situations. This happens because code switching plays an essential role in people's lives, especially in bilingual and multilingual communities. This prompts the writer to do research on code switching, especially the use of code switching in teaching and learning English as a foreign language. It is a well-known idea that English as an international language is spoken all over the world including in Indonesia which makes English one of the common lessons in formal and non-formal education. In formal education, for example at Hasanuddin University, English is a compulsory course for all students, in which the course is treated as a general course program called MKU.

In the process of learning English as a general course (MKU) at Hasanuddin University, the writer saw that teachers often used code switching between Indonesian and English and vice versa. For example, Selamat pagi semuanya, today we will continue materi yang minggu lalu 'Good morning everyone, today we will continue last week's material.' The example shows the presence of English fragments 'today we will continue' in Indonesian sentence in the teaching context. In this connection, the writer focuses on finding the types of code switching and the reasons why teachers use code switching in the teaching and learning process of English at MKU program, Hasanuddin University.

Based on the above ideas, there two questions to answer in this writing namely (1) what types of code switching are used by teachers at MKU program doing an online English teaching and (2) why the teachers at MKU program use code switching in online English teaching.

2. Theoretical Background

1. Sociolinguistics

Sociolinguistics consists of two words, sociology and linguistics. Sociology is a scientific study of people in society, community situations, and social processes that exist in society. At the same time, linguistics is a field of science that studies language. In other words, sociolinguistics is the field of science studying language in the society.

According to Wardhaugh & Fuller (2014), sociolinguistics is how language as sociate with the casual conversation and media we are exposed to and the existence of social norms, policies, and laws of a particular language use. Cloumas (1997, cited in Wardhaugh & Fuller, 2014) proposed sociolinguistics into micro-sociolinguistics and macro-sociolinguistics. The former investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age, while the latter deals with the study of language against people's behaviors, such as attitudes, forms of speech in society, language shifting, language maintenance, language replacement, delimitation and community interaction.

Besides, Fishman (1972) claims that sociolinguistics is the study of the characteristics of language variation, language variety function, and language users. These three elements are always interact and change in one speech society. Meanwhile, Appel (1976) says that sociolinguistics sees language as a social and communication system that is part of a particular society and culture. In addition, according to him, the use of language is a form of social interaction that occurs in concrete situations.
From the above definition, it can be concluded that sociolinguistics is a branch of linguistics related to how language is used in a community.

2. Bilingualism

The terms bilingualism and multilingualism refer to phenomena in which a person talks more than one language. This happens because of several factors such as education, acculturation, technology, and many more. In addition, the theory of bilingualism and multilingualism is strongly related to code switching because code switching is an aspect of bilingualism.

In relation to the above ideas, Bloomfield (1933) says that bilingualism is the qualification of a speaker to make use of two languages equally well. According to him, a person is called bilingual if they can use L1 and L2 at the same level. Similarly, Mackey (1962) points out that bilingualism is the practice of alternating use of two languages, from one language to another, by a speaker. The conditions faced by speakers also determine the change of languages used. Moreover, Fishman (1975) also states that bilingualism in sociolinguistics is defined as the alternating use of two languages by a speaker in communicating with others. In short, bilingualism is the use of more than one language carried out by a speaker in a society.

3. Code Switching

In relation to code mixing, Scotton (1988) differentiate it from code switching by referring code switching for intersentential switching, while code mixing is referred to as the shift occurring in intrasentential switching. This is supported by MacLaughlin (1984, cited in Hoffman, 1991) who defines code switching as the shift of codes occurring across phrase or sentence boundaries, while code mixing happens within sentences and usually involve single lexical items. In this writing, there is no distinctions drawn on these two terms due to the fact that mixing is a type of switching as Scotton (1988) makes no differentiation between them by referring mixing as switching.

In relation to code switching Myers-Scotton & Ury (1977), Grosjean (1982), Hoffman, (1991) as cited in Yassi, 2016:28) "define code switching as the alternation of two languages or varieties within the same discourse or conversation." Meanwhile, Gumperz (1977, cited in Yassi, 2016) refers to code switching as "juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". This is in accordance with Poplack (1980, cited in Sitoto, 1995) saying that codeswitching as verbal skill needs a certain degree of linguistic competence in more than one language. Furthermore, Romaine (in Yassi, 2016:28) explains more complexly in which she opens up a much broader idea of code and not only refers to different languages, but also looks at varieties and styles of language". In short, code switching is a transition from one language to another language that occurs in speech events based on certain situation. The ability to switch from one language to another requires a certain degree of linguistics competence of both languages which is displayed through communicative performance.

a. Type of Code Switching

The types of code switching are classified differently by the experts such as Romaine (1989 cited in Yassi, 2016) who distinguish code switching into two types, namely situational switching and metaphorical switching. The former – sometimes referred to as transactional or interactional code switching – investigates the occurrence of code switching based on the shift of topic and participants. Meanwhile, the latter views that the speakers build on their own and their addressee's abstract understanding of situational norms to communicate metaphoric information about 'how' they intend their word to be understood (Gumpers, 1982 cited in Yassi, 2016).

Poplack (in Yassi 2016:35-36) has divided code switching into three categories; tagswitching, intrasentential, and intersentential. Tag-switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language; intra-sentential code switching is the switch within a clause or sentence boundary, and inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another.
This study is much more supported by Yassi (2016) who classifies five types of code switching, namely intraclausal, intraphrasal, intralexical, interclausal, and tag switching. Intraclausal switching is the one occurring within a clause boundary; interphrasal switching is a switch happening within a phrase boundary; interlexical switching is the one occurring within a word boundary; interclausal switching takes place between two or more clauses, and tag switching is to insert a tag in one language of an utterance.

b.   Reasons of Code Switching

In conjunction of this topic, there are lots of reasons proposed by different linguists concerning the reasons why bilingual or multilingual speakers use code switching. However, the writer just present two of them as the theoretical bases of this writing. Hoffman (1991) claimed several reasons why bilingual speakers switched their languages either from L1 to L2 or vice versa, namely:

1) To discuss a certain topic. This concerns with the switch used by a speaker when dealing with a certain topic to present using either mother tongue or foreign language since he or she feels enjoy using the language he/she was switching to.
2) To quote someone switched item. This takes place when a bilingual or multilingual speaker interactant cites the original expression in in addressing hir interlocutor. This is usually performed by an official who has a higher position to show that he/she is an educated person.
3) To be emphatic in indicating solidarity. When an addresser would like to show his/her sympathy to the interlocutor, he/she then switches to the language used by the person he/she is addressing to (either L1 or L2).
4) To do interjection. Such a switch is used by someone using two or more languages at the same level to show attract his/her interlocutor's attention.
5) To perform repetition for clarification. This switch is performed by a bilingual or multilingual person to make clear or emphasize what he/she is saying by repeating the message in the same language so that the addressee can understand well hie/her expression. This is usually performed by a teacher to students.
6) To express group identity or solidarity. This happens, for example, when two interactants are talking each other in L2. Then a new comer suddenly involves in the talk, so one of them switches his/her language using L1 to address the new comer to show his/her solidarity.

Besides, Holmes (2001) put forward some other reasons why a bilingual or multilingual speaker switch from one language to another. They are as follows:

1. The existence of other participants in the talk. Such a reason takes place when a talk is attended by different audience, so the speaker switches from L1 to L2 or vice versa to show that his/her talk can be understood by those different background' listeners and also show his/her solidarity and involvement to them all.
2. Dissimilarities in status and formalities. For certain bilingual or multilingual speakers using L2 is more reputable than L1, so when addressing other bilingual or multilingual people they frequently switch from L1 to L2. In different case, when they speak in formal situation, they also do the same thing, i.e. they tend to use L2, while in informal condition, they rarely switch to L2 since people mostly used L1.
3. Topic of conversation. This reason concerns with the change of topic in a conversation. In this case, it is easier for the speaker to use L1 in a certain topic than

another language (L2) to attract interlocutor's attention using L2 than L1 when talking certain topic.
4. Absence of relevant words. A switch made by a speaker is due to the difficulties to find out the equivalent word in L1 of the switched item in expressing something.
5. Rhetorical reasons. This happens when a speaker (sometimes an orator) switches his/her language from L1 to L2 in order that the listeners are more interested in what he/she is presenting and or to make the switched item is more accessible.
6. Looking at the above reasons, the writer does not aim to examine all the above functions served by code switching instead of relying on the available data. There are available data that might not be included in the above proposed theories.

3.Methodology

The population of this research was all utterances produced by the teacher of MKU English program of Hasanuddin University consisting of 60 utterances. The sample was determined using purposive sampling technique, employing 25 utterances. In answering the research questions, the writer obtained the data through observation at the MKU English program, recording the data during the learning process, and transcribing them to find out the types of code switching as well as distributing questionnaires to determine why the teachers perform code switching. The data were analyzed descriptively qualitatively to classify the types of codeswitching and explain the reasons why the teachers perform codeswitching.

4.Finding and Discussion

1.   Types of Code Switching

Based on the available data, there were four types of codeswitching employed by the teachers, namely intraclausal, intraphrasal, intralexical, and interclausal switching.

a.   Intraclausal Switching

In datum 1, the utterance However, we will just have 40-minutes untuk menjelaskan materi MKU kita (to explain our MKU material) shows that the teacher delivers his speech to inform students about the remaining time to explain the learning material. This utterance is a clause that starts with an English clause However, we will just have 40 minutes and ends with an Indonesian phrase. The type of code switching occurring within one sentence belongs to intraclausal switching.

Datum 2 Kalian hanya perlu menjelaskan tentang (you need to explain about) four pattern of organization untuk melihat apakah kalian sudah mengerti, (to see whether you have understood) and then we do the practice next week show that this datum also an intraclausal switching since the switches also take place within a clause. However, this is different from datum 2 in which datum 3 is introduced in Indonesian clause 'Kalian hanya perlu menjelaskan

tentang' and switches into an English phrase 'four pattern of organization' and back into an Indonesian infinitive verb 'untuk melihat' followed by an Indonesian noun clause 'apakah kalian sudah mengerti' and then switches again into an English compound clause 'and then we do the practice next week'. In this datum, the switches within these two different languages take place alternately three times.

Datum 3 If you see on my screen, the patterns of organization di sini kurang lebih adalah seperti ini (here is more or less like this) shows the addresser begins the communication in using English clause and he suddenly switches into an Indonesian clause. Since such a switch from an English clause to an Indonesian clause happening within one sentence, it is also categorized an intraclausal switching.

Datum 4, Mungkin ada disini yang suka liburan ke tempat-tempat nature, misalnya Malino, atau mendaki (Maybe there are students here who wants to have a holiday in the nature of places/natural environments such as Malino or mountain climbing) is an intraphrasal type of code switching in which the speaker embeds an English word nature to an Indonesian prepositional phrase 'ke tempat-tempat' (to places) before switching back into Indonesian to give examples.

Datum 5 Saya juga bisa main ice skating (I can also ply), saya juga bisa (I can also) jog/jogging dengan banyak orang di lapangan yang luas (I can also jog with many people in a wide field) consists of two independent clauses in Indonesian in which the speaker inserts a noun phrase within the first clause 'ice skating' and a verb 'jogging/jog' in the second clause. Therefore, such switches in the two clauses are also categorized intraclausal switches.

b. Intraphrasal Switching

In this datum 6, Okey, the next one langsung ada kalimat yang lain (directly exists in another sentence) indicates that the speaker switches from an English noun phrase 'the next one' to an Indonesian verb phrase 'langsung ada' (directly exists).' Therefore, such as switch constitutes an intraphrasal switch occurring within phrase boundaries.

Datum 7 If you like spend your holiday in the city misalnya ke mall (for example to the mall) shows an intraphrasal switching by embedding an Indonesian phrase 'misalnya ke mall' to the end of an English prepositional phrase 'in the city' to exemplify the whole English clause.

Datum 8 'Dan disini juga ditenkankan adalah (And the one to give emphasis here is) different ideas shows that this utterance contains an English phrase 'different ideas' functioning as an object that is embedded to an Indonesian phrase of Indonesian clause 'Dan disini juga ditenkankan adalah'. Therefore, this switch is classified as an intraphrasal switch occurring within a phrase boundary.

In datum 9 Yah, memang paling enak ya rebahan (Well, it's the best thing to lie down) scroll/scrolling TikTok is also classify as an intraphrasal switching since the switch item in English phrase 'scroll/scrolling TikTok' is embedded to and Indonesian phrase 'ya rebahan' that occurs within a phrase boundary.

c. Intralexical

In datum 10, **Deadlinenya** saya kasih paling lambat jam 11.59 lah (I will give you **its/the deadline,** i.e. 11.59 at the latest) the teacher mixes an English free morpheme 'deadline' with an Indonesian bound morpheme, suffix '-nya', indicating a possessive pronoun in Indonesian. Such a switching within one word using two different languages is called an intralexical switch (Yassi, 2016), i.e. a switch within word boundary.

Datum 11, Dia membuat point-point atau dia deskripsikan **main ideanya**, itu adalah teknik listing bisa dilihat disini **keywordnya (**He makes points or he describes **its/the main idea**, that is a listing technique, you can see **its/the keywords** here), indicates that the two words 'ideanya' and 'keywordnya' are also the same as the one in datum 1, i.e. the switch from English stems, 'idea' and 'keyword', to Indonesian suffixes '-nya'in the two English words. Therefore, this datum is an also intralexical switches occurring within word boundaries.

In datum 12, … dan beliau yang menyusun **PowerPointnya** (… and he put together **its/the PowerPoint**), the switch from English root, 'power point', to Indonesian suffix, 'nya' indicating an intralexical switch.
Linguistically, the suffix '-nya' in the above three data function as possessive but contextually, they actually indicate definiteness using definite article 'the' as seen in the English versions. This is because the speaker/teacher and the hearers/students share the same background knowledge about the intended references of 'the deadline', 'the main idea', 'the key words', and 'the power point' in the text.

Different from the previous data, in datum 13, 'diupload' in Materinya sementara **diupload** ya (The material **is** currently being **uploaded**), the word 'diupload' is the switch from Indonesian prefix 'di-' to the English root 'upload'. Thus, such a switch is also an intralexical switch.

Similar to datum 13, datum 14 Bisa kalian, kayaknya **diclik** di situ (You can, it seems to **be clicked** there) also indicates an intralexical switch within a word boundary, i.e. a switch from
Indonesian prefix, 'di-' to English root, 'click'.

In data 13 and 14, the use of prefix 'di' in 'diupload' and 'diclick' linguistically forms a passive construction as, 'is uploaded' and 'to be clicked.' The data in this section (data 10 to 14) are in line with what Poplack (1980, cited in Sitoto, 1995) said that linguistic factors play an important role in determining the incidence of code switching, i.e. to see if it is accepted the switch from one language to another in the grammatical rules of the two languages. One of these linguistic factors is free morpheme constraint, which do not allow code switching happens between a bound morpheme in one language and free morpheme in

another language only if the free morpheme has been combined phonologically with the language of the other as seen the switch between Indonesian bound morphemes 'di-', and '-nya', and English free morphemes in 'diupload', 'diclick' and 'nya' in main ideanya', 'keywordnya', and 'power pointnya.'

d. Interclausal

Datum 15, This week pembahasan kita itu mengenai (our discussion concerns with) patterns of organization atau pola dalam paragraf (or the patterns in paragraph), **so** this is **what** you really have to understand indicates that the teacher informs students about the topic to be discussed by opening the utterance with an English phrase 'this week' and then followed alternately by switching into an Indonesian clause 'pembahasan kita itu mengenai' and then switching back into an English objective phrase 'patterns of organization', by giving the equivalence in Indonesian 'atau pola dalam paragraf'. The speaker continues the utterances by switching back into an English compound 'so this is'- complex sentence in the form of noun clause 'what you really have to understand' to show a cause-effect relationship. Thus, the datum is also an interclausal switching, i.e. a switch from Indonesian clause 'pembahasan kita itu mengenai pola dalam paragraph' to two English clauses 'so this is what you really have to understand'. Interestingly, there are actually four alternate switches within these two different languages as the datum shows.

In datum 16, She is one of the coordinators of general English in Hasanuddin University **dan** beliau yang menyusun PowerPointnya untuk student yang belajar di MKU (and she designed the power point for students learning at MKU), the teacher introduces the coordinator of the general English class or MKU English program at Hasanuddin University to the students in an English clause 'She is one of the coordinators of general English in Hasanuddin University'. Then he switches into an Indonesian clause introduced by a coordinator 'dan/and' as in 'dan beliau yang menyusun PowerPointnya untuk student yang belajar di MKU'. Thus, such a switch is also an interclausal switch, i.e. a switch between two clause. The speaker also switches back into an English word 'student' and finally switches into an adjective clause in English 'yang belajar di MKU'. Such a switch is also an interclausal switch, i.e. a switch between two clause. In fact, this utterance contains different forms of switched elements in the two different languages taking place alternately as shown above.

In datum 17, Coba Nurul (Try Nurul), can you tell the reason why you prefer to have your holiday in nature?, the teacher begins the English interrogative sentence using an Indonesian phrase 'Coba Nurul', which is actually an imperative vocative clause in addressing the object 'Nurul' to answer the question in English. This datum belongs to interclausal switching since the Indonesian clause at the beginning of the clause is embedded to and English clause.

Datum 18 **When** we talk about main idea of this paragraph, itu kebanyakan di kalimat pertama (that is mostly in the first sentence) of the paragraph or the first sentence of a paragraph indicates that the teacher explains that the main idea of a paragraph by introducing using a time adverbial dependent clause 'When we talk about main idea of this paragraph'. He then switches to an Indonesian main clause 'itu kebanyakan di kalimat pertama.' Such as a switch in two different languages is called interclausal switch.

Datum 19, You can see here there are four; the first is listing; the second one is sequence; the third one is comparison and contrast, and the last one is cause and effect, **jadi** ini akan saya jelaskan satu-satu ya (so I will explain this one by one) consists of five English independent clauses before the speaker switches to one Indonesian dependent clause '**jadi** ini akan saya jelaskan satusatu ya' to show a cause-effect relationship. Therefore, the switch between clauses in two different languages constitutes an interclausal switch.

In datum 20, People have many different ideas, **jadi** ini yang bisa digarisbawahi **bahwa** orang-orang itu punya ide berbeda dalam menafsirkan yang namanya liburan yang baik atau tidak baik (so this can be underlined that people have different ideas in interpreting what is called a good holiday, or a bad holiday), the speaker switches from one English independent clause 'People have many different ideas' to one Indonesian independent clause 'jadi ini yang bisa digarisbawahi ' and one dependent noun clause 'bahwa orang-orang itu punya ide berbeda dalam menafsirkan yang namanya liburan yang baik atau tidak baik.' Thus, such a switch is also categorized interclausal switch.

Datum 21, Disini juga ada contoh-contohnya (Here are also examples) **and** I will also let you help me to read the paragraph **so** we can share, we can interact also to each other shows that in this datum, the teacher asks students to help read the example of learning materials. The speaker starts with an Indonesian independent clause 'Disini juga ada contoh-contohnya' and then switches to two English independent clauses connected with two coordinators, namely 'and' and 'so'. This datum also belongs to interclausal switching happening between two clauses.

Datum 22, **Kalo** kalian pergi Tokyo dan ke pusat kota (Especially **if** you go to Tokyo and to the city center), you will see different style and different culture show that the teacher begins to share his experience in a conditional sentences. First, he uses Indonesian dependent If-clause 'Kalo kalian pergi Tokyo dan ke pusat kota' and then she switches to English using independent future possible clause 'you will see different style and different culture' that can only happen in the future if the prerequisite is fulfilled as seen in the If-clause. This datum is also an interclausal type because the switch involves two different clauses in two different languages.

In datum 23, Kalo saya, lebih pilih ke kota (For me I prefer to go to the city) **because** basically I am from village, the speaker shares her experience by comparing living in a city and and living in a village in a complex sentence. She starts presenting her ideas in a main clause using Indonesian 'Kalo saya lebih pilih ke kota' and then she switches to

English using a adverbial reason clause 'because basically I am from village.' Thus, this type of switch is also an interclausal switch as the speaker mixes two languages between clause boundaries.

The same thing happens in datum 24 Itu saya tidak dapatkan di kampung (I didn't get that in the village); **that's why** I really like to spend my holiday in the exciting city. In this datum, the speaker opens the talk in Indonesian main clause 'Itu saya tidak dapatkan di kampung' and then she switches to an English dependent clause as an adverbial reason clause, 'that's why I really like to spend my holiday in the exciting city' introduced with conjunctive adverb, 'that's why'. This type of code switching is also an interclausal switch.

2. The Reasons of code switching

From the results of the interview, the writer can conclude that lecturers use code switching for the following reasons.

a. The students have the different levels of competence in understanding the material. Nine out of ten teachers said that they used code switching to help students understand the material. This motivation is based on the fact that the students have different competence and skill in English. The teachers considered that combining Indonesian language and English language can help students understand more clearly the material being explained. This is in line with Tien and Liu (2000), stating that students with low proficiency in the target language can have a better understanding when the first language is used. Therefore, the use of code switching is necessary to make students understand what the teachers are saying.
b. The teachers find a lack of Indonesian words. Datum 10 to datum 14 above show that the reason for using code switching within a word is because of the lack of Indonesian words. This reason arises when the teachers do not find the right expression or vocabulary item in explaining the learning material. Therefore, the use of code switching in this situation is necessary to keep the conversation running smoothly. Besides, the teachers feel free and make sure that the students can understand the switched items.
c. The teacher was trying to clarify the ideas presented by exemplifying them in different language as seen in datum 4, and datum 7 or giving the equivalence in different language/Indonesian as seen in datum 15.
d. The data from the diagram shows that interclausal switching is the most dominant type of code switching employed by the teachers followed respectively by intraclausal switching, intralexical switching, and intraphrasal switching.

5. Conclusion and Suggestion

a. Conclusions

From the presentation and analysis of the data in the previous chapter, the writer can conclude that the teachers at the MKU English program, Hasanuddin University employ four types of code switching, namely interclausal, intraphrasal, intralexical, and interclausal with different reasons. Such types of switches are performed as a strategy to avoiding misunderstanding in the teaching and learning process such as to overcome their lack of understanding of the switched items in Indonesian words and other different types and reasons of codeswitching to keep the conversation running smoothly. In general, by looking at the level of the students' competence, the teachers use both English and Indonesian interchangeable in the form of codeswitching as one of their teaching communication strategies.

b. Suggestion

For future researchers who are interested in this field of study, it is recommended that they observe and study the occurrence of codeswitching more deeply as a language phenomenon in the learning process performed by both teachers and students. The research can also be conducted in different situations either formally and informally. Therefore, the researchers can go further to do research on the implication of codeswitching in language education.

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