The Strategic Pedagogical Role of Code-Switching in Enhancing EFL Classroom Interaction: Insights from MAN 1 Polewali Mandar

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ABSTRACT

Code-switching is a common linguistic strategy in bilingual or multilingual communities, particularly in English as a Foreign Language (EFL) classrooms. This study investigates the pedagogical functions of code-switching employed by teachers in EFL classroom interactions at MAN 1 Polewali Mandar. Using a descriptive qualitative methodology, data were collected through classroom observations and semi-structured interviews with an English teacher and two classes. The findings reveal that code-switching serves five key functions: emphasizing important points, clarifying questions, checking vocabulary comprehension, reinforcing requests, and checking understanding. These functions facilitate better communication, foster engagement, and enhance students' learning outcomes. The study highlights the strategic value of code-switching in overcoming linguistic barriers, ensuring inclusivity, and fostering an effective learning environment in multilingual classrooms. Practical implications suggest that teachers should utilize code-switching purposefully to address students' needs while gradually encouraging active use of English.

Keywords: *Code-switching; EFL Classroom Interaction; Language Learning Strategies; Multilingual Education, Pedagogical Practices*

INTRODUCTION

Language use is influenced by various factors, including culture, age, gender, and social status. Additionally, situational and environmental contexts shape how individuals choose their language. Speakers adapt their language to align with their goals and the expectations of their audience. As Luo (2019) noted, language choice is not random but determined by socio-cultural and communicative factors. Speakers use language strategically to achieve their objectives, considering the norms of respectful and polite speech. This ensures that their messages are well-received by their audience.

Interaction is a process through which individuals mutually influence one another during communication. It involves exchanging ideas, emotions, or information, creating a dynamic and reciprocal relationship between participants. According to Brown (2000), interaction entails a reciprocal exchange of thoughts or ideas between individuals. This

exchange is marked by mutual influence and often results in deeper understanding or collaboration. In educational contexts, interaction is a cornerstone of effective teaching and learning. Interaction between teachers and students is essential for fostering engagement, understanding, and active participation in the classroom. EFL classrooms are particularly reliant on effective interaction, as students navigate the complexities of learning a foreign language. Teachers play a crucial role in facilitating these interactions, ensuring that students comprehend and engage with the material.

Code-switching is a linguistic strategy that naturally emerges in bilingual or multilingual settings. It involves alternating between two or more languages during a conversation or interaction (Cahyani, 2018; Ahtif & Gandhi, 2022). In English as a Foreign Language (EFL) classrooms, code-switching commonly occurs as both teachers and students alternate between the target language (English) and the students' native language (L1). This strategy helps bridge linguistic gaps, clarify concepts, and create an inclusive learning environment (Xiao-fang, 2017; Patmasari & Agussatriana, 2019; Alcivar & Hidalgo, 2021; Sari, 2022; Sundas, et al., 2022). Teachers use code-switching to ensure that all students, regardless of their proficiency levels, can participate meaningfully in the learning process. Observations at MAN 1 Polewali Mandar revealed that code-switching is a common practice among teachers and students, motivated by the students' limited comprehension when lessons are delivered entirely in English. Consequently, teachers employ code-switching as a pedagogical tool to facilitate understanding and improve student engagement with the material.

Wei (2018) defines code-switching as the alternation between languages within a conversation. This practice is particularly prevalent in language classrooms, serving as both a teaching strategy and a communication tool. Ferguson (2019) highlights its pedagogical value in EFL classrooms, where it facilitates comprehension, reduces cognitive overload, and maintains a supportive environment for language learning. Furthermore, code-switching promotes student engagement and participation. Bhatti et al. (2018) found that students in classrooms where code-switching is used are more motivated and active, as they feel more connected to the lesson and better able to understand complex content. Beyond these immediate benefits, code-switching contributes to metalinguistic awareness and cultural integration. Garcia and Wei (2019) emphasize that incorporating students' native languages into instruction validates their cultural identities and fosters an inclusive classroom environment. These findings underscore the potential of code-switching as a vital pedagogical tool, particularly in contexts like MAN 1 Polewali Mandar, where linguistic and cultural diversity necessitate flexible teaching strategies.

While previous studies have highlighted the benefits of code-switching in EFL classrooms, limited research has explored its practical applications in rural Indonesian contexts. MAN 1 Polewali Mandar presents a unique case where diverse ethnic, social, and cultural backgrounds shape classroom interactions. Teachers must navigate these dynamics, employing code-switching to address varying levels of English proficiency while maintaining effective communication. This study aims to investigate the functions of code-switching used by teachers at MAN 1 Polewali Mandar, focusing on its role in emphasizing important points, clarifying questions, checking vocabulary, reinforcing requests, and assessing student understanding. By exploring these functions, the study seeks to provide insights into the pedagogical value of code-switching and its implications for effective teaching practices in multilingual classrooms.

METHOD

This study utilized a qualitative descriptive methodology to explore the pedagogical functions of code-switching in EFL classrooms at MAN 1 Polewali Mandar. A qualitative approach was chosen to capture the natural interactions between teachers and students and to gain a deeper understanding of how code-switching facilitates learning. As Creswell (2018) emphasized, qualitative research is well-suited for investigating social phenomena within their authentic contexts, making it ideal for examining classroom dynamics.

The research was conducted in two Grade XII classes at MAN 1 Polewali Mandar: XII Agama 1 and XII Agama 2. These classes were selected because of the frequent use of code-switching observed during lessons, which made them particularly relevant for the study. The participants included 60 students and one English teacher, who also served as the primary respondent for the interview. The teacher, with over five years of teaching experience, provided valuable insights into the motivations and strategies behind the use of code-switching. The school, located in a rural Indonesian setting, offered a rich linguistic and cultural diversity among students, providing a compelling context to investigate the phenomenon.

Data were collected through classroom observations and a semi-structured interview with the teacher. Observations were conducted over six classroom sessions (three sessions per class), each lasting approximately 90 minutes. These sessions were audio-recorded to ensure precise data collection, while field notes were taken to document non-verbal cues and contextual influences that might shape communication patterns. The observations focused on teacher-student interactions, with particular attention to instances of code-switching and their functions in facilitating learning. Complementing the observations, a semi-structured interview was conducted to explore the teacher's pedagogical rationale for employing code-switching. The interview lasted 45 minutes and was audio-recorded, then transcribed verbatim for detailed analysis.

The analysis followed the framework proposed by Miles and Huberman (1994), encompassing data collection, reduction, display, and conclusion drawing. In the data collection stage, classroom interactions and interview responses were transcribed to ensure accuracy and depth. Data reduction involved filtering out irrelevant information to focus on key themes, specifically the five functions of code-switching identified in the study. During the data display phase, findings were organized into categories based on these functions, enabling the presentation of results in a clear and systematic manner. Finally, conclusions were drawn by synthesizing the findings and verifying them through triangulation, where observational data were cross-referenced with interview responses to ensure consistency.

To enhance the validity and reliability of the findings, several measures were implemented. Triangulation was used to confirm the alignment of data from multiple sources, while member checking involved consulting the teacher to verify the accuracy of the transcriptions and interpretations. Additionally, the study employed rich, thick descriptions to provide detailed accounts of the classroom interactions and contextual factors, allowing readers to assess the transferability of the results. These steps ensured that the study's conclusions were robust and grounded in the data, offering a nuanced understanding of the role of code-switching in EFL classrooms.

RESULT AND DISCUSSION

The data collected through observations and interviews revealed five significant functions of code-switching in an English as a Foreign Language (EFL) classroom context. These functions showcase how teachers strategically alternate between languages to enhance communication and facilitate the learning process. During the interview process, the teacher emphasized three primary functions of using code-switching. First, code-switching was used to emphasize important points in the lesson. When delivering essential information or key concepts, teachers switched to the native language to ensure that students recognized and internalized the most critical aspects of the material. Second, the teacher noted that code-switching was employed to clarify questions for students. When students displayed confusion or misunderstanding, shifting to the students' first language allowed teachers to explain instructions or questions more effectively. Finally, teachers utilized code-switching to check students' vocabulary. This function helped verify the students' understanding of specific words or phrases, ensuring they comprehended both the meaning and the appropriate use of vocabulary.

In the classroom observations, two additional functions of code-switching were identified. Teachers often switched languages to reinforce requests, repeating or emphasizing instructions to guide student behavior or task completion. This technique improved classroom management by providing clarity to students who may have struggled with understanding directions in English alone. The second observed function was checking for students' understanding. Teachers alternated between English and the native language to evaluate students' comprehension of the subject matter. This approach helped minimize confusion, encouraged participation, and ensured students followed the lesson effectively.

Emphasize the Important Point

The teacher might switch her language to emphasize a critical point. For example, she speaks Indonesian, and in her talk, she thinks anything is significant. Sometimes, she changes her language to English to show her interlocutor the important point in her new language. The examples of the cases are as follows:

Extract 1

Teacher	:	Today, we learn about modals. Kenapa kita mempelajari modals? Because modals have connection with asking and offering help. *kita mempelajari modals karena hubungannya dengan materi sebelumnya.*

Extract 1 illustrates how the teacher uses code-switching as a tool to emphasize important points. In this example, the teacher shifts language to signal the connection between the current lesson and the previous one, specifically focusing on the concepts of asking and offering help. By employing code-switching, the teacher draws attention to the critical elements of the lesson, ensuring that students recognize the continuity of learning. This deliberate switch between languages helps to clarify the lesson's progression, making it easier for students to follow and understand the material. The function of code-switching, in this case, is crucial, as it enhances the teacher's ability to effectively communicate key points, ensuring that the content is conveyed clearly and comprehensively to the students.

The second extract of code-switching aimed to emphasize the important point that still happened at the same time:

Extract 2

Teacher　　　　:　All of modals uses verb one. ***Semua modals menggunakan bentuk pertama. Jadi tidak usah dihiraukan oh ini masa yang akan datang ini masa lampau, semua sama menggunakan kata kerja bentuk pertama.***

The extract 2 illustrates a key function of code-switching in the language learning process. In this instance, the teacher switches from English to Indonesian while explaining modal verbs, a strategy that aims to ensure clear communication and understanding. Initially, the teacher uses English to introduce the concept, but transitions to Indonesian to clarify the meaning and avoid any potential confusion. By making this switch, the teacher facilitates better comprehension, especially for learners with varying levels of proficiency in the target language. The function of code-switching here underscores its critical role in enhancing students' understanding, emphasizing key points, and supporting learning outcomes.

The next extract which explains the function of code-switching emphasizes the important point:

Extract 3

Teacher　　　　:　*Jangan baca helped yah tapi helpd ada d-nya terakhir. Asal jangan bilang helped.*

Extract 4

Teacher　　　　:　*Could bukan cold. Jadi kalau could itu ada akhirannya d-nya jika di ucapkan*

The extract above highlights how the teacher strategically uses code-switching to emphasize critical points, such as pronunciation, during the lesson. When students mispronounced words like "helped" and "could," the teacher switched from English to Indonesian to ensure clarity in explaining the correct pronunciation. She explicitly corrected the pronunciation by saying, *"Jangan baca helped yah tapi helpd ada d-nya terakhir"* and *"Could bukan cold. Jadi kalau could itu ada akhirannya d-nya jika di ucapkan."* This use of code-switching underscores the teacher's intention to reinforce understanding, as switching to the students' first language helps eliminate confusion and ensure they grasp the subtle details of the English language.

The deliberate shift between languages in this context highlights the teacher's role in providing students with clear and accessible explanations. By code-switching to explain complex concepts such as pronunciation, the teacher makes it easier for students to follow the lesson and learn effectively. This strategy is widely acknowledged in the literature on bilingual education and second language acquisition as a tool for reinforcing critical points and promoting understanding

Checking for student's understanding

In the teaching process, after explaining the material, teachers often check the students' understanding through questioning and answering sessions. This serves as an assessment tool to gauge how well students have grasped the lesson content. Code-switching frequently plays a role in this stage, as it allows the teacher to ensure that all

students understand the material, regardless of their language proficiency. By employing code-switching, teachers can address students' questions or confusion in a more accessible way, thus fostering greater engagement and comprehension.

Extract 5

Teacher	:	Oke untuk kegunaan yang kedua, permission. Apa bedanya "permission will dan would?" What is the different about of permission the used will and would? *Dimana bedanya kita menggunakan permission will dan would? Apa bedanya kemarin dengan can and could?*

The extract above shows that the teacher asked about the function of using the modals will and would. The second sentence asking about the difference between the functions of can and could means that just like the use of will and would. They have different types of asking for permission. The teacher asks again to find out how far the students understand the previous material. The function of code-switching in this utterance is to check students' understanding. If the students are able to answer correctly, it means that the students have understood the material that has been taught.

Extract 6

Teacher	:	How many modals do you learned last week? *Berapa macam modals yang di pelajari minggu lalu Anak-anak?*

The next extract shows that after the teacher opens the learning process, the teacher then reflects on the material that has been taught to students learned last week related to modals. She said "*How many modals did you learn last week?*" after which the teacher switched the code by saying "*Berapa macam modals yang telah dipealajari minggu lalu Anak-anak?*" students answered after the teacher switched the code. This was done by the teacher to check whether the students still remembered the previous lesson. In addition to checking their knowledge during the learning process, it is also to check after the material is taught.

The next extract still happened at the same time. Here is the following instance of code-switching aimed at checking for student's understanding:

Extract 7

Teacher	:	Oke selesai. We have learnt about modals, will-would, may-might. How many models you have learned? *Berapa modals yang sudah kita pelajari?*

In the extract above, the teacher has explained the material about in modals, then the teacher wants to ensure students' knowledge of the material, so the teacher asks students in English. "*How many modals you have learnt?*" Then after that, the teacher switched the language to Indonesian and asked the students again. "*Berapa modals yang telah kita pelajari?*" This aims to get students to answer the teacher's questions related to the material taught. Then the students answer the question correctly because their answers match what they have learned. The function of code-switching in this sentence is to check the extent to which students have understood the material that has been taught.

1. To check for student's vocabulary

In the process of classroom interaction, there are usually some new vocabulary words used and also some vocabulary words that have been heard often but do not know what they mean. So, the teacher should make sure that all students know all the words in that activity. If there are new words or unknown words, the teacher can ask the students what she means. Here are some example extracts as following:

Extract 8

Teacher　　　　: 　Modals itu sebenarnya punya bagian-bagian. *Ok,*
　　　　　　　　　the first modals is can and could. Apa artinya?

Extract 14 shows that the teacher discusses the parts of modals namely "can and could". The teacher said in English *"Ok. The first modals is can and could"*. Then the teacher changed the language into Indonesian by saying *"Apa artinya?"* and the students answered correctly. The purpose or function of the switch is to check how the students' vocabulary of the subject they are taught whether they have understood or not what they are taught.

Extract 9

Teacher　　　　: 　Modals is? *Modals adalah?*

This extract still happened at the same time in the middle of the English lesson. It also shows the use of code-switching which has a function to check the vocabulary owned by students. As in the utterance where the teacher uses English by saying "Modals is?" then switches the language to Indonesian by saying "*Modals adalah*?" based on the utterance the teacher asks questions students about the meaning of the word modals to check the extent of students' understanding of English vocabulary. So the function of code-switching here is to check students' understanding or vocabulary owned by students.

Extract 10

Teacher　　　　: 　To show? To show the plan. What is plan? *Apa*
　　　　　　　　　artinya "plan?"

In another extract, the teacher explains to her students about the uses of modals. The teacher explained first by saying *"To show? To show the plan. What is plan?"* after that, the teacher asked using English and then switched the code using Indonesian by saying *"Apa artinya?"*. So the teacher gave one of the vocabulary questions and then asked what it meant and simultaneously the students answered with the correct answer. This indicates that the students also have quite a lot of vocabulary.

2. Clarify the question

The function of this code-switching is clarify the question. This function is performed by the teacher to make clarity of a question so that there is no misunderstanding in terms of capturing the meaning of English. The use of code-switching is a means used by the teacher to emphasize and clarify the meaning in his communication when asking students. Therefore, the teacher felt the need to code-switch into Indonesian to clarify the previous question in English. It can be seen from the following extract:

Extract 11

Teacher　　　　: 　So, what our last material?
　　　　　　　　　Last, apa materi kita?

The extract above also shows the teacher at the moment after opening the learning process, he asked his students by saying" So, *what our last material?"* The student ignored what the teacher asked him to use English when asking questions. Then the teacher switched the language by using Indonesian and said *"Last, apa materi kita?".* After the teacher re-explained the question in Indonesian, the students immediately answered the teacher's question.

Extract 12

| Teacher | : | Ya, I know, what modals? |
| | | ***Tapi sampai dimana modalsnya kemarin?*** |

In the extract above, the teacher continued the question from the previous one. It is still related to the Atari that was taught in the previous meeting. He told his students in English and said *"ya, I know. What modals?".* The student also did not answer, and the teacher had to repeat the question again using Indonesian and said *"Tapi sampai dimana modalsnya kemarin?* After that, students only answered when the teacher re-explained the question.

Here is the following instance of code-switching aimed at repetition for clarification:

Extract 13

| Teacher | : | Yes. Any question about it or do you have difficult about our material last week? ***Kalian punya kesulitan tentang materi kemarin minggu lalu?*** |
| | | Nothing? All is okay? ***Sudah paham?*** |

Extract 14

| Teacher | : | Nothing? All is okay? ***Sudah paham?*** |

In the next extract, the teacher asks students questions related to the material that has been taught in the previous week. She said in English "*Any question about it or do you have difficult about our material last week?"* then he repeated her question in Indonesian and said *"Kalian punya kesulitan dengan materi minggu lalu?"* and the teacher also said" Nothing*? All is okay? Sudah paham?"* After the teacher clarified what was asked by switching the code, the student responded to what the teacher asked. Code-switching is very important in this situation because students will respond more easily if they understand what we are saying

3. To reinforce a request

Reinforce a request is used to make instruction comprehensible for the intercalator by switching her language. Therefore, the interculator was expected to be able to understand the instruction better and they were also expected to be able to do the instruction correctly. Besides that, reinforcing a request also can clarify a point. Below is an example of to reinforce a request:

Extract 25:

| Teacher | : | Ok, eraser, please! ***Hapus dulu!*** |

In the extract above, the teacher uses the code-switching function to emphasize the request. The utterance "Ok, eraser please! *Hapus dulu!"* in the utterance shows that the teacher gives instructions to his students to erase the writing on the board so that it can be used again in explaining the next material to be taught. The function of code-switching here is to strengthen and emphasize the request or instruction because if using

English alone there are some students who do not know what the teacher orders, so the teacher switches the language to strengthen her request.

The results of this study are presented based on the central research question, which explores the functions of code-switching used by teachers during the learning process in EFL (English as a Foreign Language) classrooms. The findings revealed that five distinct functions of code-switching were utilized by the teacher in the observed classroom settings. These functions align with Baker's (2001) theory of language switching in bilingual contexts. This study aims to contribute to understanding how code-switching can facilitate teaching and learning in EFL settings. One of the primary functions identified is the use of code-switching to emphasize important points. Teachers in the observed classrooms employed both English and Indonesian to highlight critical concepts. This technique ensures that key points are not only understood in the target language but also reinforced in the students' native language, aiding comprehension. According to Baker (2006), code-switching is often a strategic tool used by speakers to underscore significant information, which helps in clarifying complex concepts and promoting deeper understanding. This finding corroborates Macaro's (2020) claim that code-switching enhances comprehension in EFL classrooms by offering learners clearer and more accessible explanations.

Another significant function of code-switching is to check students' understanding. Teachers frequently use this method to gauge whether students have absorbed the material presented during lessons. By incorporating the students' native language, the teacher can ensure that the students are able to follow along with the lesson's content, thereby avoiding miscommunication. This also helps teachers to identify whether students are ready to move on to new topics or if additional clarification is required (Cook, 2019; Fachriyah, 2017). According to Wei (2018), switching languages during classroom interactions allows teachers to make sure that students understand the content, thus ensuring that the learning process continues smoothly without confusion. This practice also supports Moghadam, et al (2012) assertion that code-switching serves as a tool to assess student understanding, especially in large or diverse classrooms. In addition to checking students' understanding, code-switching is often employed to check the vocabulary students have acquired. Teachers in the study frequently asked students to translate English words or phrases into Indonesian, probing their vocabulary knowledge. This practice is consistent with the findings of Garcia and Wei (2019), who emphasized that bilingual speakers often switch between languages to facilitate learning and vocabulary retention. By integrating both languages, teachers can ensure that students are not only learning new words in English but also understanding their meanings and how to use them appropriately in various contexts. his practice allows teachers to draw attention to key elements of the lesson and facilitate better understanding of complex concepts (Baker, 2001; Wei, 2018).

Moreover, code-switching is a powerful tool for clarifying questions. This function is used when students may not fully understand a question or instruction given in English. In these cases, the teacher switches to the students' first language, Indonesian, to rephrase or further explain the content. This approach enhances clarity and ensures that students are able to respond correctly. According to Wei (2018), language switching can prevent misunderstandings by providing additional clarity, which allows for better communication between the teacher and students. This function of code-switching helps establish an inclusive learning environment where students feel more comfortable engaging with the material. By switching to the students' native language, teachers can

restate the question in a way that is more accessible, ensuring that students can provide accurate responses and engage meaningfully with the material (Gogolin, 2020; Li, 2021).

Another key function of code-switching is reinforcing requests. This function is crucial for ensuring that students can follow instructions accurately, which is vital for maintaining the flow of the lesson and ensuring that students participate effectively in classroom activities (López, 2021; McClure & Griffore, 2019). Teachers often switch between languages to emphasize or affirm the instructions or requests they give students. This ensures that students fully comprehend the task at hand and are more likely to respond appropriately. The importance of this function aligns with Macaro's (2020) research, which showed that code-switching can be used to reinforce the teacher's authority and to ensure that instructions are followed. By repeating or rephrasing instructions in both languages, the teacher reinforces the message and ensures that students understand the expectations clearly. The use of code-switching for reinforcement also aids in establishing a clear and communicative classroom environment. It provides students with multiple linguistic pathways to grasp the information and directions being shared. By utilizing both the target language and the students' native language, the teacher fosters an atmosphere of mutual understanding. This is particularly beneficial for learners who may struggle with English proficiency but are more comfortable with the native language, thereby reducing anxiety and increasing student participation.

Code-switching also plays a role in building rapport between teachers and students. By switching to the native language, when necessary, teachers can create a more relaxed and supportive learning environment. Students are more likely to feel comfortable asking questions and engaging in discussions if they know they can rely on their native language for clarification. This creates an atmosphere where students feel empowered to take part in the learning process without the fear of making mistakes in the target language. This function is aligned with Garcia and Wei (2019) have argued: code-switching can serve as a bridge that fosters a positive learning experience. Additionally, code-switching allows for greater flexibility in addressing diverse learners' needs. In multilingual and multicultural classrooms, where students come from different linguistic backgrounds, code-switching helps in accommodating these differences. It ensures that students who may not share the same level of proficiency in English can still access the content and participate actively. Macaro (2020) highlights the importance of adapting teaching strategies to meet the varied needs of students, and code-switching is one such strategy that enables inclusive and effective teaching in EFL contexts.

The findings of this study also suggest that code-switching helps maintain classroom flow. By alternating between languages, teachers can keep students engaged and reduce cognitive overload. This is particularly important in a language-learning environment, where students may feel overwhelmed by the amount of new information presented in the target language. Wei (2018) discusses how code-switching can serve as a coping mechanism for students, allowing them to process information more effectively and keep up with the lesson. Moreover, the study found that code-switching can improve student motivation and participation. When students can understand instructions and concepts more clearly, they are more likely to actively engage in classroom activities. This is consistent with the findings of Garcia and Wei (2019), who suggest that code-switching can lead to greater student participation by making learning more accessible. When students are not struggling to understand the material, they are more likely to contribute to discussions and take risks in their language use, ultimately

improving their language skills. Code-switching also contributes to the development of metalinguistic awareness. As students are exposed to different languages and linguistic structures, they become more aware of the similarities and differences between the languages they are learning. This awareness helps enhance their overall language proficiency, as students become more attuned to the nuances of both languages. In the context of this study, code-switching also served to facilitate cultural integration. By incorporating the students' first language into the learning process, teachers acknowledged the cultural and linguistic identities of their students. This practice not only supports language learning but also promotes the students' sense of belonging and validation. Garcia and Wei (2019) emphasize that recognizing the value of students' native languages in the classroom can contribute to a more inclusive and culturally responsive educational experience. The study also suggests that code-switching can help manage classroom discipline and foster a collaborative environment. By using the native language to explain rules, expectations, and consequences, teachers are able to maintain authority while promoting a sense of respect and cooperation. This approach helps create a positive classroom atmosphere, where students understand the boundaries of acceptable behavior and feel more comfortable participating. This is consistent with Macaro's (2020) findings that code-switching can be used to maintain control while simultaneously fostering a supportive environment for learning.

Overall, the study demonstrates the essential role of code-switching in EFL classrooms. By switching languages strategically, teachers can enhance comprehension, reinforce important points, clarify instructions, and check students' understanding. These functions of code-switching help create a more inclusive and effective learning environment, ensuring that students can access the material and engage with the content in a meaningful way. In conclusion, code-switching is an invaluable tool in the EFL classroom. It supports a range of functions that contribute to both the students' linguistic and cognitive development. The findings of this study are consistent with previous research on the educational functions of code-switching (Baker, 2006; Macaro, 2020; Wei, 2018). By recognizing the multiple roles that code-switching can play in the classroom, educators can adopt more flexible and effective teaching strategies that cater to the diverse needs of their students.

CONCLUSION

This study identified five main pedagogical functions of code-switching in English as a Foreign Language (EFL) classroom interactions at MAN 1 Polewali Mandar: emphasizing important points, checking students' understanding, checking vocabulary, clarifying questions, and reinforcing requests. The findings indicate that code-switching plays a strategic role in enhancing students' comprehension, fostering active engagement, and creating an inclusive learning environment. Through classroom observations and interviews, this study confirmed that teachers consciously use code-switching to bridge linguistic gaps and ensure that students with varying levels of English proficiency can follow the lessons effectively.

Practically, these findings provide valuable insights for EFL teachers on how to utilize code-switching strategically to support student learning. Teachers are encouraged to use code-switching to clarify complex concepts, motivate student participation, and build classroom engagement. Theoretically, this study reinforces previous literature on the pedagogical benefits of code-switching while offering new perspectives on its application in multicultural education contexts in Indonesia.

While this study provides significant insights, several limitations should be acknowledged. The study involved only two classes and one teacher, limiting its generalizability to broader EFL contexts in Indonesia. Additionally, the study focused on classroom observations and interviews without measuring the long-term impact of code-switching on students' learning outcomes. The variation in cultural and linguistic contexts in other regions may also affect the applicability of these findings.

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