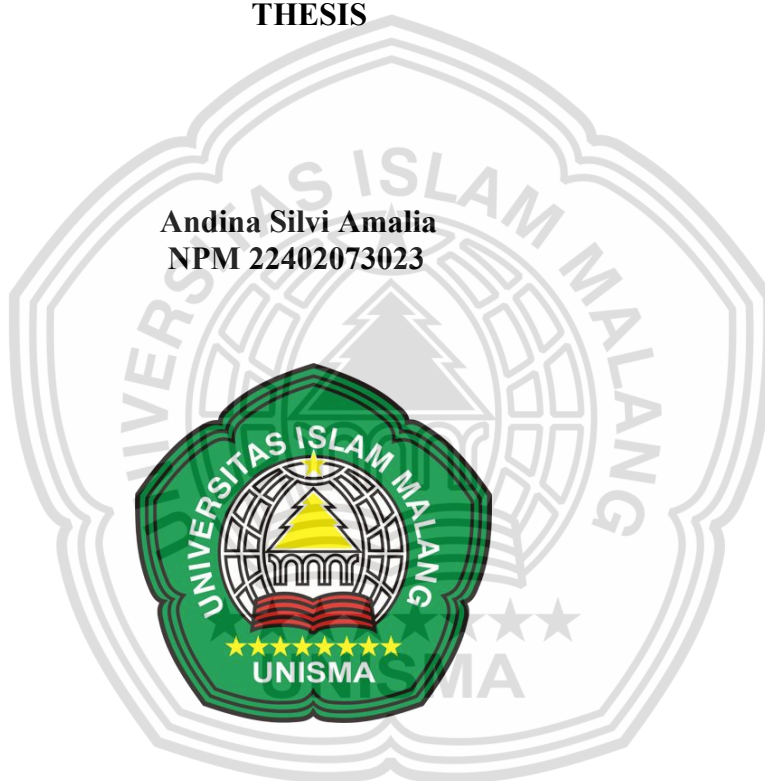




**THE ROLE OF TWO-WAY INTERACTION CODE-SWITCHING:  
UNDERSTANDING AND ENGAGEMENT IN THE EFL MASTER'S  
CLASSROOM**

**THESIS**

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## ABSTRACT

Amalia, Andina Silvi, 2026. *The Role of Two-Way Interaction Code-Switching: Understanding and Engagement in the EFL Master's Classroom*. Thesis, Department of English Language Teaching, Postgraduate Program, Universitas Islam Malang, Advisor I: Dr. H. Alfian Zuhairi, M.Pd., Advisor II: Dr. Atik Umamah, S.Pd., M.Pd.

Keywords: code-switching, EFL classroom, student's engagement, student's understanding, two-way interaction code-switching

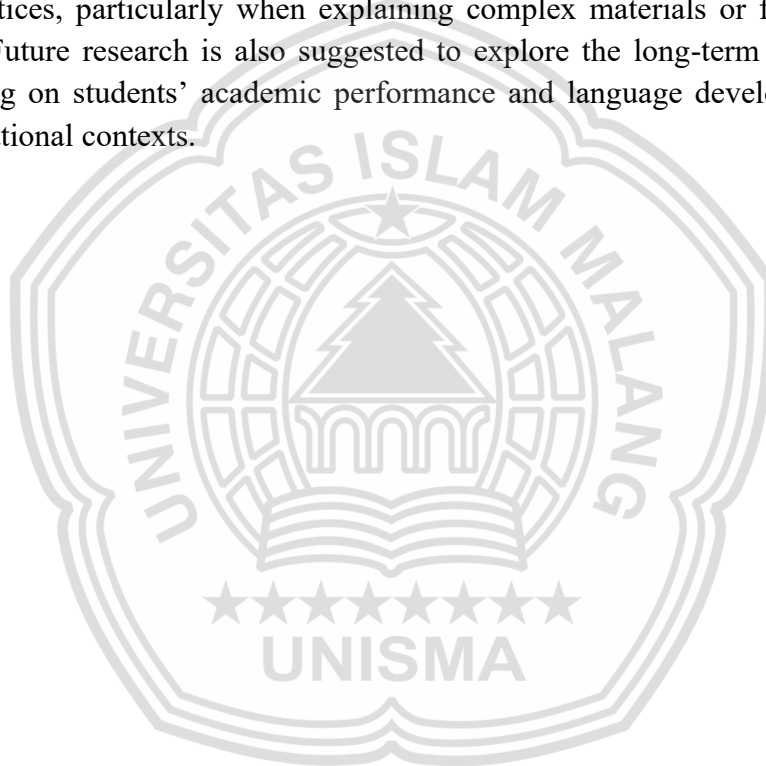
This study aims to examine the role of code-switching in two-way interaction to enhance students' understanding and engagement in a master's-level English as a Foreign Language (EFL) class. In the context of postgraduate level, students often face challenges related to linguistic limitations, academic pressure, and lack of confidence in using English, which may hinder active participation and comprehension. To address this issue, code-switching is considered a strategic pedagogical tool that bridges communication gaps and supports meaningful interaction. Therefore, this study addresses three main research problems by following Poplack's (1980) and Gumperz's (1982) theory: (1) What are the types of two-way interaction code-switching that used in ELT master's classroom? (2) How does the use of two-way interaction code-switching in ELT master's classroom enhance students' understanding during the teaching learning process? and (3) How does the use of two-way interaction code-switching in ELT master's classroom enhance students' engagement during the teaching learning process?

This study employs a qualitative approach with a single instrumental case study design to explore the use of code-switching in a specific academic context. The research was conducted in an ELT master's classroom at a private university in East Java, involving two lecturers and four students as the main participants. Data were collected through classroom observations and in-depth semi-structured interviews to capture both actual practices and participants' perspectives. The collected data were analyzed using thematic analysis and qualitative descriptive analysis, which involved coding, categorizing, and identifying patterns related to types and functions of code-switching in two-way classroom interaction.

The findings reveal three major themes. First, in terms of types of code-switching based on Poplack (1980), the study identifies tag switching, inter-sentential switching, and intra-sentential switching as dominant forms used in classroom interaction. Second, the use of these types significantly contributes to students' understanding, as lecturers utilize code-switching as a cognitive bridge to clarify complex concepts, particularly for students with varying levels of English proficiency. Third, code-switching enhances students' engagement through

interactional functions proposed by Gumperz (1982), including reiteration, message qualification, and personalization versus objectification. These functions facilitate clearer communication, create a more comfortable learning atmosphere, and encourage students to participate more actively in discussions.

In conclusion, the findings confirm that code-switching in two-way interaction serves as an effective pedagogical strategy to support both students' understanding and engagement in EFL master's classrooms. The flexible use of language allows lecturers to adapt instruction to students' needs, reduce linguistic barriers, and foster a more inclusive and interactive learning environment. Therefore, it is recommended that lecturers strategically incorporate code-switching in their teaching practices, particularly when explaining complex materials or facilitating discussions. Future research is also suggested to explore the long-term impact of code-switching on students' academic performance and language development in broader educational contexts.



## ABSTRAK

Amalia, Andina Silvi, 2026. Peran Interaksi Dua Arah dalam Alih Kode: Pemahaman dan Keterlibatan di Kelas Magister Bahasa Inggris sebagai Bahasa Asing (EFL). Tesis, Program Studi Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Malang, Dosen Pembimbing I: Dr. H. Alfian Zuhairi, M.Pd., Dosen Pembimbing II: Dr. Atik Umamah, S.Pd., M.Pd.

Kata Kunci: alih kode, Kelas EFL, pemahaman mahasiswa, keterlibatan mahasiswa, interaksi dua arah dalam alih kode

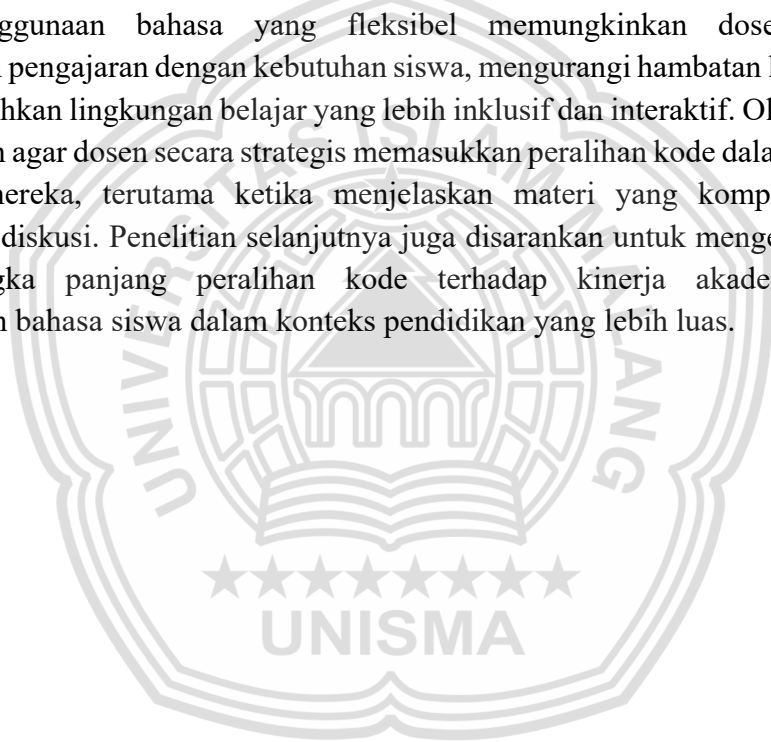
Penelitian ini bertujuan untuk mengkaji peran alih kode dalam interaksi dua arah untuk meningkatkan pemahaman dan keterlibatan siswa dalam kelas Bahasa Inggris sebagai Bahasa Asing (EFL) tingkat magister. Dalam konteks tingkat pascasarjana, siswa sering menghadapi tantangan yang berkaitan dengan keterbatasan linguistik, tekanan akademis, dan kurangnya kepercayaan diri dalam menggunakan bahasa Inggris, yang dapat menghambat partisipasi aktif dan pemahaman. Untuk mengatasi masalah ini, alih kode dianggap sebagai alat pedagogis strategis yang menjembatani kesenjangan komunikasi dan mendukung interaksi yang bermakna. Oleh karena itu, penelitian ini membahas tiga rumusan masalah penelitian yang berdasarkan teori Poplack (1980) dan Gumperz (1982): (1) Apa saja jenis alih kode interaksi dua arah yang digunakan di kelas magister Pendidikan Bahasa Inggris? (2) Bagaimana penggunaan alih kode interaksi dua arah di kelas magister Pendidikan Bahasa Inggris meningkatkan pemahaman siswa selama proses pembelajaran? dan (3) Bagaimana penggunaan alih kode interaksi dua arah di kelas magister Pendidikan Bahasa Inggris meningkatkan keterlibatan siswa selama proses pembelajaran?

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus instrumental tunggal untuk mengeksplorasi penggunaan alih kode dalam konteks akademik tertentu. Penelitian ini dilakukan di kelas magister Pendidikan Bahasa Inggris di sebuah universitas swasta di Jawa Timur, melibatkan dua dosen dan empat mahasiswa sebagai partisipan utama. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur mendalam untuk menangkap praktik aktual dan perspektif partisipan. Data yang dikumpulkan dianalisis menggunakan analisis tematik dan analisis deskriptif kualitatif, yang melibatkan pengkodean, pengkategorian, dan identifikasi pola yang berkaitan dengan jenis dan fungsi alih kode dalam interaksi kelas dua arah.

Temuan ini mengungkapkan tiga tema utama. Pertama, dalam hal jenis alih kode berdasarkan Poplack (1980), penelitian ini mengidentifikasi tag switching, inter sentential switching, dan intra sentential switching sebagai bentuk dominan yang digunakan dalam interaksi kelas. Kedua, penggunaan jenis-jenis ini secara signifikan

berkontribusi pada pemahaman siswa, karena dosen menggunakan alih kode sebagai jembatan kognitif untuk mengklarifikasi konsep-konsep kompleks, khususnya bagi siswa dengan berbagai tingkat kemampuan berbahasa Inggris. Ketiga, peralihan kode meningkatkan keterlibatan siswa melalui fungsi interaksional yang diusulkan oleh Gumperz (1982), termasuk reiteration, message qualification, dan personalization versus objectivization. Fungsi-fungsi ini memfasilitasi komunikasi yang lebih jelas, menciptakan suasana belajar yang lebih nyaman, dan mendorong siswa untuk berpartisipasi lebih aktif dalam diskusi.

Kesimpulannya, temuan ini menegaskan bahwa peralihan kode dalam interaksi dua arah berfungsi sebagai strategi pedagogis yang efektif untuk mendukung pemahaman dan keterlibatan siswa di kelas magister Pendidikan Bahasa Inggris. Penggunaan bahasa yang fleksibel memungkinkan dosen untuk menyesuaikan pengajaran dengan kebutuhan siswa, mengurangi hambatan linguistik, dan menumbuhkan lingkungan belajar yang lebih inklusif dan interaktif. Oleh karena itu, disarankan agar dosen secara strategis memasukkan peralihan kode dalam praktik pengajaran mereka, terutama ketika menjelaskan materi yang kompleks atau memfasilitasi diskusi. Penelitian selanjutnya juga disarankan untuk mengeksplorasi dampak jangka panjang peralihan kode terhadap kinerja akademik dan perkembangan bahasa siswa dalam konteks pendidikan yang lebih luas.





## CHAPTER I

### INTRODUCTION

In this first chapter, the researcher explains the research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms. Each of them has been elaborated in the following section.

#### 1.1 Research Context

In the context of English language learning at the master's level, the demands on the quality of interaction between lecturers and students are getting higher (Ahmad, 2024). Adult students bring their previous learning experiences, critical thinking, and different academic expectations, so the learning process does not only depend on delivering material, but also on how much they can actively engage in class discussions (Liyanage et al., 2021). Challenges arise when differences in language ability, academic pressure, and lack of confidence make students reluctant to engage further, especially in the full use of English (Al-Wossabi, 2024; Sahan et al., 2023). This situation can trigger communication barriers that result in low engagement, one-way interaction, and gaps in understanding of the material presented. Therefore, pedagogical strategies are needed that not only build more balanced communicative relationships but also provide a safe space for adult students to express their thoughts without fear of making mistakes (Ghiasvand et al., 2025). These efforts are an important foundation for creating an inclusive, interactive classroom atmosphere that can accommodate the diversity of students' backgrounds in master's-level English as a Foreign Language (EFL) class.

On the other hand, the unique characteristics of adult learners demand a more dialogic approach to learning. They are not only recipients of information, but also individuals who bring rich professional and academic experiences to the classroom (Scruton et al. 2025). When these experiences are not managed through equal interaction, the potential contributions that could enrich the learning process do not emerge. This condition makes open communication between lecturers and students a very important aspect. However, such interactions cannot take place optimally without teaching strategies that focus on negotiating meaning, especially when the material being discussed is highly complex (Atkinson et al., 2025). Thus, the success of learning in an EFL master's class is highly dependent on communication mechanisms that are able to connect students' experiences with the academic goals set by the lecturers (Zhang, 2025).

The fear of making mistakes in an EFL class, especially in terms of communication between students and lecturers, can lead to complexity (Horwitz, 2020). Students' ignorance toward learning English is one of the factors why interacting in English class becomes tough (Rasyid et al., 2023). In addition, the dynamics of EFL learning for graduate students require a communication pattern that can accommodate diverse academic needs and learning styles (AlAhmad, 2021). As having high intrinsic motivation, but at the same time adult students also face challenges such as time constraints, academic pressure, and differences in English proficiency levels (Xavier & Meneses, 2022). These factors often shape a cautious attitude toward participation and influence the courage to express opinions openly in class. Without responsive and supportive interaction from the instructor, the potential

for critical dialogue that should characterize the learning space at the master's level can be hampered (Zwiers & Crawford, 2023). Therefore, it is important for lecturers to develop a communication approach that facilitates flexible exchange of ideas, strengthens students' confidence, and ensures that each individual feels they have an equal opportunity to contribute to the learning process.

In the two-way interaction process, lecturers are also faced with the need to balance academic demands with students' linguistic readiness (Menegale, 2024). Many master's students have a strong theoretical understanding, but do not yet feel completely comfortable expressing their critical ideas in English. This imbalance between cognitive and linguistic abilities often leads to situations where students understand the material but have difficulty conveying their analysis orally or in writing (Uzzell & Ayscue, 2021). When these obstacles are not addressed with appropriate communication strategies, the learning process can become passive and centered solely on the lecturer. Therefore, the role of lecturers in providing scaffolding whether in the form of additional explanations, clarifications, or linguistic support becomes essential to ensure that two-way interaction is maintained (Kamrani et al., 2023). By that, teachers recently opened their minds to offer an effective two-way interaction strategy to ease student understanding of overall activities in English class (Fauziya et al., 2025). One way to bridge the gap between teachers' and students' understanding is the application of code switching.

Code switching plays an important role in addressing the issue of teacher-student complex communication, and it becomes the problem solving to deal with misunderstanding in class, where code-switching can be the bridge of understanding



difficult concept, in which when the concept well-comprehended, it can create inclusive learning atmosphere (Shafi et al., 2020). The idea of code-switching used in teaching and learning contexts is not only reflecting the linguistic competence of both teacher and students, but also providing adaptive pedagogy towards students' needs. Code-switching application is nowadays significant in learning English as a Foreign Language (Albahoth et al., 2024; Sameen et al., 2021). Although it can impact learning objectives, teachers can take control of the use of code switching to avoid students' dependence on their mother tongue. In this context, the use of code switching offers several advantages, including serving as a tool in the English teaching and learning process and supporting effective and communicative learning (Ataş & Sağın-Şimşek, 2021). Further, this study attempts to examine the role of two-way interaction code switching in enhancing students' understanding by following Poplack's theory (1980).

The need for meaningful interaction becomes even more apparent when students encounter analytical or conceptual material. At this stage, lecturers are required not only to convey information, but also to facilitate dialogue and bridge gaps in understanding by adjusting their communication strategies (Pinilih & Sukarno, 2024). An adaptive approach allows students to participate more actively, express their opinions, and negotiate the meaning of complex concepts. Such interactions create a collaborative learning environment, where students no longer feel pressured by the strict demands of using English, but are instead helped to expand their academic and linguistic abilities simultaneously. It is in this context that strategies that support smooth communication become important to implement consistently.

In the context of learning EFL, two-way interaction means the interaction between teachers and students. Two-way interaction is an important element in creating an effective and meaningful learning process (Priadi, 2020). One strategy to support that two-way interaction is the application of code-switching. Code switching is a kind of linguistic phenomenon where a speaker switches from one language to another within a single conversation, sentence, or even within a single utterance (Muysken, 2020). This frequently happens in bilingual or multilingual communities, where speakers can speak more than one language (Brdarević-Čeljo et al., 2024; Muthusamy et al., 2020). Poplack (1980) defines code switching as a complex and organized form of linguistic competence, rather than a language error. Further, code switching can be done with consistent grammatical usage, if the speakers accurately master both languages used in code switching forms. All in one, code switching is not meant as weak language competence, but rather reflecting the speaker's proficiency in managing two language systems simultaneously.

Several previous studies have conducted similar research related to the use of code switching in the context of language learning that highlight the positive impact of code-switching on student engagement and confidence. Murtiningsih (2022) found that the use of code-switching increased student confidence and participation, while Olivera (2021) and Altun (2021) showed that this strategy helped teachers explain instructions, discuss complex topics, and build social interactions in the classroom.

Furthermore, other research also analyses the use of code switching at the postgraduate level, which shows that code-switching has a significant pedagogical role in supporting the learning process. Wijaya et al. (2020) found that Master of

English Education students viewed code-switching as a strategy that aided comprehension, explained complex material, and created a comfortable learning atmosphere. Menglei (2021) also reported that at the postgraduate level, code-switching was used more strategically to support in-depth academic discussions. In addition, Elias et al. (2022) emphasized that ESL learners viewed code-switching as a means to clarify meaning, reduce anxiety, and improve understanding. Other studies, such as Blair and Morini (2023) and Mauliddiyah et al. (2020), showed that code-switching contributed to increase vocabulary, understanding of material, and effectiveness of interaction in EFL classrooms.

Although code switching has been widely discussed in the context of EFL learning, most previous studies have focused on its functions and patterns of use from the perspective of teachers. These studies have not yet thoroughly examined how code switching is used as a strategy for two-way interaction between lecturers and students, especially among adult learners in master's level EFL classes. While several postgraduate studies have shown that code-switching plays a significant pedagogical role in aiding comprehension, explaining complex material, and supporting more in-depth academic discussion, these studies still tend to emphasize students' general perceptions or one-way strategic functions. There has not been much research that specifically examines how code-switching is used as a dynamic two-way interaction strategy between lecturers and students in master's classes, and how this practice directly affects student engagement and understanding in the context of advanced academic discussions. Therefore, there is a clear research gap in exploring the interactive and collaborative dimensions of code-switching in master's level EFL

classes. In addition, the impact of code switching in two-way interaction on student engagement and comprehension has also received relatively little attention, which opens up opportunities for further research in this case.

## 1.2 Research Questions

The use of code-switching in two-way interaction has a particular objective, such as engaging students' involvement and enhancing their understanding. Therefore, to analyse the use of two-way interaction code switching in the master classroom, this research is carried out through answering these two formulated research problems:

1. What are the types of two-way interaction code switching used in ELT master's classroom?
2. How does the use of two-way interaction code switching in ELT master's classroom enhance students' understanding during the teaching learning process?
3. How does the use of two-way interaction code switching in ELT master's classroom enhance students' engagement during the teaching learning process?

## 1.3 Research Objectives

The purpose of this study is to identify and describe the types of code switching used in two-way interactions in an English Language Teaching (ELT) master's class, and to analyze how the use of code switching can improve student understanding and engagement during the learning process. Through this objective, the study attempts to provide a comprehensive overview of the strategic role of code switching in

creating effective communication and supporting a more inclusive and interactive learning experience for adult learners at the master's level.

#### 1.4 Significance of the Study

This study has strong urgency given to the need for effective communication strategies in master's level EFL learning, especially for adult learners who face both linguistics and academic challenges simultaneously. By highlighting the role of code-switching in two-way interactions, this study attempts to provide an in-depth understanding of how adaptive language practices can strengthen the learning process, increase student engagement, and reduce communication barriers in the classroom. Therefore, this study is not only relevant for theorists in the field of applied linguistics, but also for education practitioners involved in the planning and implementation of English language learning at the advanced level.

Theoretically, this study can contribute to the development of applied linguistics and code-switching studies, particularly in the context of EFL learning for adult learners. The findings of this study can broaden the understanding of the pedagogical functions of code-switching in two-way interactions, as well as reinforce the view that code-switching is not merely a linguistic phenomenon, but also a structured communication strategy oriented towards achieving learning objectives. Furthermore, this research can serve as additional literature that enriches academic discussions on the use of Poplack's (1980) theory in the context of two-way interaction code-switching in the classrooms, thereby providing a theoretical basis for further research in the field of English language teaching. In practical terms, this



research attempts to provide direct benefits to lecturers, students, and educational institutions. For lecturers, the results of this research can serve as guidelines for implementing more adaptive communication strategies through the use of structured and purposeful code-switching, thereby improving the clarity of instructions and encouraging active student engagement. For students, this research can help them understand how code-switching can be used to improve their understanding of the material without reducing their exposure to academic English. Meanwhile, for educational institutions, this research can provide input for designing more inclusive learning policies and supporting the creation of a communicative, interactive, and conducive academic environment for adult learners at the master's level.

### **1.5 Scope and Limitation of the study**

This study focuses on the use of code-switching in two-way interactions between lecturers and students in an ELT master's class at a private university in East Java. The scope of the study is limited to analyzing the types of code-switching that occur during the learning process and how code-switching contributes to student understanding and engagement. The limitations of this study include that data were only collected from one class in the master's program, and were limited to four classroom meetings. Therefore, the findings are not intended to be generalized to a broader context. In addition, this study does not evaluate other aspects such as the overall effectiveness of teaching methods, individual student preferences, or external factors outside the classroom situation. The focus of the study is entirely directed at

the role of code-switching as a communication strategy in supporting two-way interaction in master's level EFL learning.

### 1.6 Definition of Key Terms

The Definition of Key Terms section aims to clarify the main terms used in the study to avoid differences in interpretation. These terms include adult learners, code switching, engagement, two-way interaction, two-way interaction code-switching, and understanding, which form the conceptual basis for analyzing the learning process and outcomes. The definitions of key terms are as follows:

**Adult Learners** refers to master's program students who have previous learning and professional experience, as well as high intrinsic motivation in participating in the learning process. Their characteristics include critical thinking skills, mature academic expectations, and the need for a more dialogical learning approach.

**Code Switching** is a linguistic phenomenon in which speakers switch from English to Indonesian in a conversation, sentence, or even a single utterance. In the context of EFL learning, code switching is used as a pedagogical strategy to facilitate understanding of complex material, support two-way communication, and increase student engagement. The types of code switching used in this context are tag switching, inter sentential switching, and intra sentential switching.

**Engagement** means active participation of students in learning activities, including their ability to ask questions, respond to instructor instructions, discuss with classmates, and contribute to the negotiation of meaning during classroom interactions.

**Two-Way Interaction** is a form of communication in the classroom where lecturers and students actively exchange information, ideas, and questions, so that the learning process is not one-sided. This interaction plays an important role in creating a collaborative learning environment and supporting in-depth understanding of the material.

**Two-Way Interaction Code-Switching** in this study is a term or phrase formulated by the researcher for the purposes of analysis and is not a standard term established in a particular linguistic theory. This term is used to refer to code-switching that occurs in two-way interaction, between lecturers and students, where both parties actively switch languages during the communication process. The emphasis of this term lies on the reciprocal interaction, rather than on one-way code-switching or monologue. This definition was created to suit the focus of the study, which examines the dynamics of two-way interaction in the context of learning.

**Understanding** means the students' ability to grasp, analyze, and interpret the learning material presented by the lecturer in class of Second Language Acquisition and Academic Writing, so that they are able to connect the concepts learned with practical or academic contexts.

## CHAPTER IV

### FINDINGS

This chapter presents the results of research on the practice of two-way interaction code-switching in ELT master classroom learning. The findings focus on identifying the types of code-switching that occur and analyzing their role in improving student understanding and engagement during the learning process.

#### **1.1 What are the types of two-way interaction code switching used in an ELT master's classroom?**

This section presents findings on the types of two-way interaction code-switching used in ELT master classes. Based on the results of observations and analysis of transcripts of interactions between lecturers and students, three types of code-switching were found in the learning process including tag switching, inter-sentential switching, and intra-sentential switching (Poplack, 1980). These three types are illustrated through the data presented in the following section.

##### **1.1.1 Tag Switching**

The data on tag switching were found in both the Second Language Acquisition and Academic Writing classes and are classified into four categories, which are presented in the following section.

##### **Observation Transcription 1**

Lecturer: *Silahkan tunjukkan* your article progress, *ya*.

Student: Yes, Sir.

Lecturer: And the rest will be there, *ya*.

Student: *Baik*, Sir.

On this data found in Second Language Acquisition class, the use of the tag “*ya*” was found at the end of English sentences. The word “*ya*” functions as a discourse marker to emphasize instructions and ensure student understanding (Adıgüzel, 2023). This transition does not change the main structure of the sentence, so it is classified as tag switching (Poplack, 1980). Its function is interpersonal, namely to maintain smooth interaction and build communicative closeness between lecturers and students.

### Observation Transcription 2

Lecturer: You have to formulate your research questions, *ya*.

Student: Oke, Sir.

Lecturer: Please be consistent in writing, *ya*.

Student: Yes, I will try.

The data above was found in Second Language Acquisition class. The tag “*ya*” is used again at the end of English sentences as a marker of confirmation (Zimmerling, 2025). This element stands outside the main syntactic structure and is therefore categorized as a tag switching (Poplack, 1980). This usage demonstrates the lecturer's strategy of refining instructions while maintaining student engagement in academic discussions.

### Observation Transcription 3

Lecturer: I think mostly you employ qualitative research, *ya*?

Student: Yes sir, qualitative.

Lecturer: *Tidak ada yang quantitative*, right?

Student: No sir.

This data of tag switching was found in Academic Writing class. In this dialogue, the lecturer inserted tags such as “*ya*?” and “right?” at the end of English



sentences. This insertion did not change the main syntactic structure of the sentence, so it was classified as tag switching (Poplack, 1980). The function of these tags was to request confirmation while building interpersonal closeness in two-way interaction (Alsalem & Elsayw, 2025). The student responds immediately, indicating reciprocal interaction. In the context of the first research question, this data shows that tag switching is used as a light strategy to ensure student understanding.

#### Observation Transcription 4

Lecturer: *Kalau mau submit ke journal, harus hati-hati memilih publisher, okay?*

Student: Okay, sir.

Lecturer: *Jangan sampai kena discontinue, ya.*

Student: *Iya sir*, we will check first.

In this data, the tags “okay?” and “ya” are inserted into the lecturer's speech in Academic Writing class. The main structure of the sentence remains in Indonesian, and the tags serve to emphasize and reinforce the message. Because the inserted elements are short expressions that do not change the main grammatical structure, they are classified as tag switching (Poplack, 1980). Two-way interaction can be seen in the students' responses, which directly respond to the lecturer's instructions (Kartini et al., 2022).

The application of Poplack's theory (1980) in the context of this study demonstrates that the concept of tag switching functions not only as a linguistic category but also operates as an interactional strategy in graduate-level ELT classrooms. When this theory is applied, tag elements such as “ya,” “right,” and “okay” do not merely appear as additional elements outside the syntactic structure,

but are actively used by instructors to manage classroom interactions. In practice, tag switching serves to ensure student understanding, provide reinforcement of instructions, and keep the flow of communication responsive. This indicates that in an academic context, particularly at the graduate level, tag switching undergoes a functional expansion from a mere linguistic phenomenon into a pedagogical tool that supports two-way communication. Thus, the application of Poplack's theory in this study demonstrates that the category of tag switching remains structurally valid, yet its usage becomes more purpose-driven and oriented toward learning objectives.

### 1.1.2 Inter-Sentential Switching

The data of inter-sentential switching are classified into 4, which are found in both Second Language Acquisition and Academic Writing class. The classification of each data is in the following part.

#### Observation Transcription 1

Lecturer: Writing an introduction is the most challenging section.

Student: Why, Sir?

Lecturer: *Karena ini paling sulit, ini mungkin 50 persen dari keseluruhan artikel itu harus ada di intro.*

Student: Oh, I see.

The data shows language switching occurs between sentences, from English to Indonesian. The lecturer of Second Language Acquisition explains concepts in English, then provides elaboration in Indonesian to clarify the meaning. Because the switch occurs at a clear sentence boundary, it is classified as inter-sentential switching (Poplack, 1980). Its function is conceptual clarification and emphasis on important ideas (Wulandahri et al., 2025).

### Observation Transcription 2

Student: So, my last conclusion is that students' motivation is reflected in classroom interaction.

Lecturer: Okay. *Apa indikator motivasinya?*

Student: From questionnaire and classroom participation, Sir.

Lecturer: *Bagaimana anda mengidentifikasi bahwa mereka termotivasi?*

In this data found in Second Language Acquisition class, there is a switch between English and Indonesian when the lecturer asks a clarifying question. The language switch is used to deepen students' methodological understanding (Hamdan, 2023). Because the switch occurs between complete sentences, it is classified as inter-sentential switching (Poplack, 1980).

### Observation Transcription 3

Lecturer: First of all, we talk about research design. I mean what type of research you employ in your article. *Kita lihat dulu di method section.*

Student: Which part, sir?

Lecturer: *Dilihat di method section, halaman 272.*

In this data, the lecturer of Academic Writing delivered two full sentences in English, then switched to Indonesian in the next sentence "*Kita lihat dulu di method section.*". The language switch occurred between complete sentences, thus constituting inter-sentential switching (Poplack, 1980). The function of this switch was to provide clarification so that students could better understand the academic instructions. Students responded with clarifying questions, indicating two-way interaction (Canals, 2022).

### Observation Transcription 4

Lecturer: Please check the plagiarism level before submitting. *Maksimal itu 15% ya.* Student: *Less than 15%, sir?*

Lecturer: *Yes, less than 15%. Harus di bawah itu.*

Language switching occurs between complete sentences in English and complete sentences in Indonesian. Because the switch occurs between sentences, it is classified as inter-sentential switching (Poplack, 1980). The lecturer of Academic Writing uses English for formal academic instructions, then Indonesian to emphasize maximum limits. Two-way interaction is evident from students asking for confirmation (Arif et al., 2025).

When Poplack's theory (1980) is applied to the analysis of the data in this study, inter-sentential switching is understood not only as a shift in language between sentences but also as a pedagogical mechanism that serves to regulate the delivery of information in graduate-level ELT classrooms. In practice, instructors use language switching between sentences to separate the presentation of main concepts in English from elaborations or explanations in Indonesian. The application of this theory demonstrates that inter-sentential switching plays a role in helping students process information gradually, especially when dealing with complex academic material. Thus, Poplack's theory in this context not only functions as a classification tool but also helps reveal how language switching is systematically used to support conceptual understanding and the effectiveness of interaction in learning.

### 1.1.3 Intra-Sentential Switching

In this section, four data of intra-sentential switching were found, consisting of two data from Second Language Acquisition class and two data from the Academic Writing class. The explanation of each data is presented below.

### Observation Transcription 1

Lecturer: It is clear that previous studies only focus on communication in the assessment process.

Student: *Jadi itu gap-nya ya, Sir?*

Lecturer: Yes, that is the gap, *yang belum dibahas oleh mereka.*

Student: Oh, I understand now.

In the data above, which is found in Second Language Acquisition class, specifically in the utterances “Yes, that is the gap, *yang belum dibahas oleh mereka.*” there is a mixture of two languages in the same sentence. This switch occurs within a single syntactic unit, thus falling into the category of intra-sentential switching. This type demonstrates the flexibility of bilingualism in spontaneously explaining academic concepts.

### Observation Transcription 2

Lecturer: In qualitative research *ada* data reduction, data presentation, and drawing conclusions.

Student: Data reduction *itu step kedua ya, Sir?*

Lecturer: Yes, *itu membuat peneliti lebih fleksibel dalam analyzing the data.*

Student: *Baik, Sir.*

In the data from the Second Language Acquisition class above, Indonesian and English are used in one sentence structure, such as in “In qualitative research *ada* data reduction” and “*lebih fleksibel dalam analyzing the data.*” The shift occurs within the same clause, so it is categorized as intra-sentential switching (Poplack, 1980). Its function is to explain technical research terms while maintaining academic terms in English (Zhong et al., 2025).

### Observation Transcription 3

Lecturer: The coding here is actually selecting the relevant answer, *yang sesuai dengan research question kamu.*



Student: *Oh jadi kita pilih yang relevan saja, sir?*

Lecturer: Yes, *yang tidak relevan* you can drop.

In this data, there is a mixture of English and Indonesian in the same sentence, specifically in Academic Writing class, for example, “selecting the relevant answer, *yang sesuai dengan research question kamu.*” The language shift occurs within a single syntactic structure, thus it is categorized as intra-sentential switching (Poplack, 1980). This type indicates more complex bilingual competence. In a two-way interaction context, students negotiate meaning and lecturers provide further clarification (Canals, 2022).

#### Observation Transcription 4

Lecturer: This is raw data, *ini masih* behind the scene, *belum masuk ke artikel.*

Student: *Jadi yang masuk ke artikel hanya yang sudah di-coding?*

Lecturer: Exactly, *hanya yang sudah di-grouping dan segmenting.*

The data above was found in Academic Writing class. In the first sentence, the lecturer mixes English and Indonesian in the same sentence construction. The phrase “This is raw data, *ini masih* behind the scene, *belum masuk ke artikel.*” shows the integration of two languages in one structure. Because the shift occurs within a single sentence, it is categorized as intra-sentential switching (Poplack, 1980). This strategy helps students understand abstract concepts such as “raw data” through the support of their first language (Si & Mark Ellison, 2023). Two-way interaction is evident from the students' questions and the lecturer's confirmation.

The application of Poplack's theory (1980) in the context of intra-sentential switching in this study indicates that this phenomenon not only reflects the complexity of bilingual structures but also functions as an adaptive communication



strategy in graduate-level ELT classrooms. In the data found, language mixing within a single sentence structure was used by instructors to maintain academic terminology in English while simultaneously providing explanations in Indonesian directly within a single utterance. When this theory is applied, intra-sentential switching demonstrates how speakers utilize two language systems simultaneously to convey meaning more efficiently and in a way that is easier to understand. This indicates that in advanced learning contexts, intra-sentential switching not only reflects bilingual competence but also serves as a strategic tool to bridge students' understanding of complex academic concepts. Thus, Poplack's theory in this study functions not only as a structural analytical framework but also as a foundation for understanding pedagogical practices in classroom interactions.

### **1.2 How does the use of two-way interaction code switching in ELT master's classroom enhance students' understanding during the teaching learning process?**

This section presents findings on how the use of two-way interaction code-switching in ELT master classes contributes to improving student understanding during the learning process. These findings are presented in the following section based on the results of the interviews. In this section, data is also differentiated based on the perspectives of international students and Indonesian students to see variations in views in the context of different linguistic backgrounds.

### 1.2.1 Indonesian Students

This section presents findings regarding Indonesian students' perceptions of code-switching in two-way interactions in master's-level ELT classrooms. The data were obtained from interviews that described how code-switching helped them understand the learning material. Indonesian students tend to use code-switching as a means to clarify difficult concepts and reduce barriers to understanding. These findings indicate that code-switching serves as a supportive strategy in the learning process. Here is the further analysis of Indonesian students' perception.

**Reyhan:** "When they are entering the English class, they are supposed to speak fully English whether the student understands or not. Indonesian explanations will be so helpful for them to have a comprehensive understanding about some difficulties on technical terms. Sometimes I start using native to help my previous statement which is English. The more we use English, the sooner we will get acquainted with English acquisition."

Although Reyhan ideologically rejects the use of code-switching in ELT classes, the data shows a contradiction in his practice. He acknowledges that Indonesian helps in understanding technical terms such as research methodology or statistical terms (Murtiningsih et al., 2022). In two-way interactions, he himself uses Indonesian to clarify his statements when his interlocutor does not understand the explanation in English.

This shows that implicitly, two-way interaction code-switching still plays a role in improving understanding through clarification and negotiation of meaning (Clark, 2024). However, from Reyhan's perspective, this function should be limited and temporary, not a primary strategy in learning. He believes that the dominance of English remains important for building habituation and improving language acquisition. Thus, for Indonesian students like Reyhan, code-switching improves

understanding, especially at the technical conceptual level, but it must be controlled so as not to reduce exposure to the target language (Ezeh et al., 2022).

Unlike Reyhan, who tends to view code-switching as limited, another Indonesian student shows a more open and strategic perspective toward the practice of two-way interaction code-switching in ELT master classes. His view is shown in the following statement.

**Reza:** “Code-switching by lecturers is a realistic and contextual pedagogical strategy. It can help bridge the gap in understanding without sacrificing exposure to English. Code-switching can reduce cognitive overload and speed up understanding of difficult concepts. Code-switching is not a sign of linguistic weakness, but a communication strategy.”

Unlike Reyhan, Reza shows a more reflective and strategic attitude towards code-switching. He sees two-way interaction code-switching as a realistic pedagogical strategy in the context of EFL (Alsalem & Elsaywy, 2025). Code-switching serves as a bridge of understanding that helps students overcome cognitive load when dealing with abstract or complex concepts (Liu et al., 2024).

In two-way interaction, students not only receive bilingual explanations from lecturers, but also actively use code-switching to ensure accuracy of meaning (García-Mateus, 2023). This strategy accelerates understanding, increases participation, and enables interlingual knowledge transfer. However, he also emphasizes the importance of balance so that code-switching remains supportive, rather than substitutive, to the use of English.

Thus, for Indonesian students like Reza, two-way interaction code-switching improves understanding through its functions of clarification, reduction of

cognitive load, increased participation, and facilitation of cross-linguistic conceptual transfer (Bukhari et al., 2023).

### 1.2.2 International Students

This section outlines international students' views regarding the use of code-switching in the classroom learning process. Based on the interview results, code-switching contributes to helping them adapt to a bilingual academic environment. Language switching also serves as a bridge to understanding unfamiliar terms or concepts. These results indicate both differences and similarities in perception with Indonesian students regarding the role of code-switching. The further analysis of international students' perception is as follows.

**Alika:** "If the lecturer does not use code-switching, I definitely do not understand the main point of the subject or the concept of the topic. When a topic is explained in Indonesian, I sometimes do not immediately understand it. At that moment, I automatically think about the words in English to help me process the meaning. By switching between Indonesian and English, I can understand the main point more clearly and truly grasp the concept of the topic. When I use English, I can express my opinion much more clearly."

The data shows that two-way interaction code-switching significantly improves Alika's understanding as an international student. The use of two languages serves as a cognitive bridge that helps her process concepts more deeply (Bao, 2025). When the lecturer uses only Indonesian, she has difficulty understanding the core material. However, when explanations are also given in English, she is able to connect the two language systems in her mind, resulting in a process of translanguaging that strengthens her conceptual understanding.

In addition, two-way interaction allows Alika to respond using the language she is most proficient in, namely English. This improves the clarity of her academic

expression and reduces barriers to participation (Jegede, 2025). Thus, code-switching not only improves understanding of the material, but also expands access to academic participation and supports the simultaneous development of bilingual competence (Blair & Morini 2023).

In addition to Alika, data from another international student also shows different dynamics in understanding the use of two-way interaction code-switching. Although they are both in a bilingual classroom context, their experiences and responses to language switching show variations in how they process meaning and deal with linguistic challenges in ELT classrooms.

**Senina:** “There are some terms that I don’t understand when I hear them in English. But if the teacher gives some definitions or translations, it will be easier for us. The most useful time is when explaining complex concepts and when giving homework. Because we can misunderstand the assignment. Speaking mixed languages makes conversations freer, and they understand each other better. As a foreign student, it is a little difficult for me, because I have to talk to them in two languages that are not my native language.”

For Senina, two-way interaction code-switching improves understanding, especially when explaining complex concepts and task instructions (Mugableh & Alruwaili, 2023) Code-switching serves as a clarification mechanism that prevents academic misconceptions, particularly in the context of technical terms and assignments. With bilingual explanations, the cognitive load is reduced so that she can focus more on the substance of the material rather than language barriers.

However, unlike Alika, Senina also pointed out linguistic challenges because the two languages used, Indonesian and English are not her native languages. Nevertheless, she acknowledged that bilingual interaction makes communication freer and more inclusive (Singleton & Flynn, 2022). This means that two-way



interaction code-switching in the context of international students' functions as a tool for meaning negotiation, which helps clarify ideas, strengthen conceptual understanding, and enhance social-academic interaction in the classroom (Ahmad et al., 2022).

The application of Poplack's (1980) theory in the context of findings regarding student understanding indicates that the classification of code-switching types not only serves to identify forms of language switching but also helps explain how such switching contributes to cognitive processes in learning. In the context of a postgraduate-level ELT classroom, each previously identified type of code-switching such as inter-sentential and intra-sentential switching operates as a mechanism to clarify concepts, reduce cognitive load, and facilitate meaning negotiation between instructors and students. The application of this theory is evident when students alternate between two languages to understand technical terms and abstract concepts, which cannot always be optimally understood using only one language. Thus, Poplack's theory in this study serves not only as a structural classification tool but also as a foundation for understanding how bilingual practices in two-way interactions can enhance students' conceptual understanding. This indicates that in advanced academic contexts, code-switching becomes part of cognitive and pedagogical strategies that support the learning process more effectively.

Based on the interview results, there are similarities and differences in the views of Indonesian students and international students from Uzbekistan regarding the use of two-way interaction code-switching in master's-level ELT classes. Both



groups of students view code-switching as a strategy that helps improve understanding of the material, particularly in explaining complex concepts, technical terms, and academic instructions. Both Indonesian and Uzbek students indicate that language switching helps clarify meaning and reduces barriers to understanding during the learning process (Mulyani et al., 2024). However, there are differences in the level of necessity and function of code-switching. Indonesian students tend to view code-switching as a supporting strategy that needed to be limited to maintain dominant English exposure. In contrast, international students from Uzbekistan viewed code-switching as essential to help them understand the material and participate in academic interactions because they have to adapt to two languages other than their first language. Thus, for Indonesian students, code-switching functions more as a pedagogical tool to clarify understanding, while for international students, code-switching also serves as a means of linguistic and social adaptation in a bilingual academic environment (Hu et al., 2022).

### **1.3 How does the use of two-way interaction code switching in ELT master's classroom enhance students' engagement during the teaching learning process?**

This section presents findings on how the use of two-way interaction code-switching in ELT master classes improve student engagement during the learning process. The data obtained through classroom observations and interviews. These findings are in line with Gumperz's theory of interactional functions, which classify interactional function in terms of student's engagement into three types including

reiteration, message qualification, and personalization vs objectivization. The data explanations are as follows.

### 1.3.1 Reiteration

This section discusses findings related to the function of reiteration in the use of code-switching during two-way interactions in the classroom. Based on the results of observations and interviews, reiteration is used to repeat information in a different language to ensure student understanding. This strategy helps clarify the messages conveyed by the lecturers while reinforcing students' recall of the material. Thus, reiteration contributes to increasing student engagement during the learning process.

**Lecturer:** “You have to state the gap. *Gap-nya itu artinya dari semua yang anda review kira-kira kekurangannya apa.*”

In the class of Second Language Acquisition, the lecturer presents the academic term “gap” in English, then immediately explains its meaning in Indonesian. Based on Gumperz's (1982) theory, it is included into reiteration because the same message is repeated in different languages to clarify the concept. This strategy helps students understand methodological terms more concretely, enabling them to identify research gaps more accurately. This reiteration also increases engagement because students are encouraged to think critically about their literature reviews.

Repeating messages in two languages helps students understand academic concepts more clearly, strengthens linguistic comprehension, and encourages critical thinking. Another example shows that this strategy is also seen in subsequent classroom activities to clarify more complex instructions or concepts.

**Lecturer:** “Please open this article. Ok look at the method section. *Dilihat di method section.*”

In the class of Academic Writing, the lecturer first gives instructions in English, then repeats them in Indonesian. Based on Gumperz's (1982) theory, this is reiteration, which is the repetition of a message in a different language to clarify and reinforce its meaning. This strategy increases engagement because students not only receive instructions linguistically, but also cognitively ensure mutual understanding (Yahiaoui et al., 2021). When the instructions are clear, students are better prepared to follow the discussion and engage in analyzing the article. Thus, reiteration serves as a tool to maintain attention and ensure that the entire class stays on the same track.

### 1.3.2 Message Qualification

This section outlines the use of message qualification as one of the interactional functions in code-switching. The data indicates that lecturers frequently add explanations or clarifications in another language to reinforce the meaning of the message. This helps students understand the context of the material more deeply. The use of this strategy also encourages students to be more active in following the flow of the lesson.

**Lecturer:** “Affective filter is quite difficult to explain fully in English. *Karena konsepnya sulit, saya jelaskan dalam Bahasa Indonesia supaya lebih jelas.*”

In the context of Second Language Acquisition class, the lecturer uses Indonesian to elaborate complex theoretical concepts. Message qualification here functions as conceptual scaffolding. By clarifying complex parts of the message

through the first language, students can understand the theory more deeply. Better understanding then leads to increased participation in discussions. According to Gumperz's (1982) theory, this code-switching helps clarify the main propositions and increases students' cognitive engagement (Gumperz 1982; 2015).

In addition, lecturers use language transfer to clarify complex concepts, enabling students to gain a deeper understanding of the material. Another example of this strategy can be seen in Academic Writing classes, where it is used to improve students' understanding and active participation in discussions and the application of theory.

**Lecturer:** “Coding is selecting the relevant answer. *Jadi kita memilih jawaban yang relevan dengan research question.*”

In this data, the lecturer uses Indonesian to explain the concept of “coding” in more detail after presenting it in English. According to Gumperz (1982), this is a form of message qualification, which is code-switching used to provide elaboration or additional explanation. This strategy increases engagement because students not only understand technical terms terminologically, but also procedurally (Mulyani et al., 2024). When research concepts are explained in more detail, students are more encouraged to ask questions, discuss, and connect theory with their own research practices.

### 1.3.3 Personalization vs Objectivization

This section explains findings related to the functions of personalization and objectivization in the use of code-switching. Personalization is used when lecturers or students' express closeness, opinions, or experiences in a more personal manner,

while objectivization is used to convey formal and academic information. The shift between these two functions reflects flexibility in classroom communication. This helps create a more interactive learning atmosphere and increases student engagement.

**Lecturer:** “Motivation affects classroom interaction. *Jika mereka termotivasi, mereka akan lebih aktif berinteraksi di kelas, dengan teman maupun guru.*”

The data in the context of Second Language Acquisition class, the English sentence “Motivation affects classroom interaction” is objectivized because it conveys a general theory or information. When the lecturer repeats it in Indonesian, “*Jika mereka termotivasi, mereka akan lebih aktif berinteraksi di kelas, dengan teman maupun guru.*” personalization occurs, making the explanation relevant to the real context of the students. According to Gumperz (1982), this shift reflects the interactional function, where language is used to build social engagement and participation. This strategy increases student engagement because they do not only understand the theory abstractly but are also motivated to actively interact and apply the concept of motivation in their daily classroom activities (Zajda, 2024).

This strategy of shifting from English to Indonesian in terms of combining formal and contextual explanation to improve student understanding (Rohmana & Salsabil, 2024). That way, students not only receive information in theory, but can also relate it to real situations, which encourages active involvement and participation in the learning process. Another example of a similar strategy can be seen in the next class of Academic Writing, where the lecturer uses the same approach to clarify concepts and increase student engagement.



**Lecturer:** “In western countries, research is very strict. *Kalau pakai nama asli partisipan dalam penelitian, bisa dituntut ke pengadilan.*”

In this example, the lecturer shifts from a formal academic explanation or objectivized statement to Indonesian with a personal and contextual explanation. According to Gumperz (1982) theory, this is a shift between objectivization and personalization. This shift increases engagement because students feel closer to the real context of the research. The information is no longer abstract, but becomes relevant and relatable. This creates a livelier and more interactive classroom atmosphere (Mulyani et al., 2024).

In addition to classroom observation data and its transcripts, the analysis of the third research question is also supported by the results of interviews with international students, Indonesian students, and lecturers. This interview data provides additional perspectives on how students feel about their engagement during the learning process, how code-switching affects their participation, and how lecturers assess the effectiveness of this strategy in increasing engagement in the classroom. By combining these three data sources, the findings on student engagement become more comprehensive and in-depth. The explanations and analysis are as follows:

**Reyhan states that** “code-switching is very helpful, especially when the material is conceptual or abstract. For example, when the lecturer explained metacognitive regulation in English, I understood the definition, but adding an explanation in Indonesian made my understanding deeper and more applicable.”

**While Reza states that** “sometimes I start communicating in English, but if my peers do not understand, I add Indonesian to help clarify. This makes interaction more inclusive and helps everyone understand the idea clearly.”

Based on Gumperz's (1982) theory of interactional function in terms of engagement, the data shows that the use of two-way code-switching increases student engagement through reiteration, message qualification and personalization vs. objectification. In Reyhan's example, switching to Indonesian helps explain abstract concepts so that students gain a deeper understanding and minimizes cognitive load, encouraging active participation (Putra et al., 2025). Meanwhile, in Reza's case, code-switching creates more inclusive interactions, enabling negotiation among students and facilitating socio-academic engagement in the classroom (Zhu & Li, 2025). This strategy shows that strategic bilingualism can improve both student comprehension and engagement without reducing the dominance of English in ELT classrooms.

The international students also express their point of view on the use of two-way interaction code switching in enhancing their engagement.

**Alika said that** “the use of code-switching is quite good and helpful because without it she often cannot understand the main point of the subject or the concept of the topic. She also explains that switching between Indonesian and English helps her understand the main point more clearly and truly grasp the concept of the topic.”

**Senina said that** “code-switching is quite normal and makes the lesson livelier. She mentioned that if some terms are hard to understand in English, explanations in Indonesian or Uzbek help make it easier, especially for complex concepts or assignment instructions. She feels free and more confident when concepts are clarified in a language she understands.”

Based on Alika and Senina's combined responses, the use of two-way interaction code-switching increases student engagement because it helps students feel included, understood, and safe to participate (Sastromiharjo et al., 2025). Alika feels more prepared to participate in discussions when key concepts are explained

in two languages so that she fully understands the meaning of the material before responding. Senina feels that learning becomes livelier and practically understandable, especially when difficult concepts or tasks are explained using a combination of languages (Ezeh et al., 2022). This boosts confidence, because they do not just hear one language that is difficult to understand, but receive clarification through a combination of languages they are familiar with. Because students feel they understand the learning objectives better, they become more active in class interactions, daring to ask questions, answer, and discuss, so that overall engagement increases.

Regarding Alika and Senina's responses, the use of two-way interaction code-switching also demonstrates the function of personalization vs. objectification according to Gumperz (1982). By explaining difficult concepts using a combination of languages, lecturers make the material more relevant and easier to understand, so that students feel included and safe to participate (Temesgen & Hailu, 2022). This strategy increases engagement because students not only receive information abstractly, but can also relate it to their own understanding, encouraging them to be more active in asking questions, answering, and discussing in class.

Furthermore, the next data are representing the point of view of the lecturers related to the use of two-way interaction code switching in enhancing student engagement.

**The lecturer (SLA) stated that** “I usually switch to Indonesian to make sure my explanations are clear and understandable. If students don’t understand my instructions in English, they might misinterpret them. By switching to Bahasa Indonesia, I can ensure that my explanations are clear and accurate.”

**The lecturer (AW) stated that** “I sometimes use code-switching because the content is crucial and students don’t always understand it. If I explain difficult concepts only in English, they may not grasp the ideas at all. Using their first language helps them understand better, which also improves engagement in class discussions. When students understand clearly, they know when to speak and how to contribute effectively.”

The lecturer (SLA) also uses bilingual explanations to prevent misinterpretation of instructions or important information that, if it is misunderstood, would hinder further class activities (Ghaderi et al., 2025). When students feel that instructions are clear and their understanding is assured, they tend to be more actively involved in discussions, group assignments, and other class interactions, which means that code switching contributes directly to increased student engagement (Maruf & Rachmawati, 2025). The lecturer (AW) emphasized that when material is difficult to explain using only English, students who do not yet have a strong background knowledge can fall behind. In such situations, code switching helps to equalize understanding so that students know what to talk about, when to ask questions, and how to contribute to the discussion (Rahman & Singh, 2022). This is an important element of active participation and engagement.

Based on the statements of the two lecturers above, the use of code-switching in two-way interactions can also be analyzed through Gumperz's (1982) theory of interactional functions. In addition to personalization and objectification, this strategy includes message qualification and reiteration, where lecturers add explanations or repeat information in different languages to ensure that concepts and instructions are understood correctly (Gumperz, 1982; 2015). In this way, students not only receive information formally, but also obtain clarifications that reduce misconceptions and increase active participation. This shift creates higher

cognitive and social engagement because students feel safe to ask questions, discuss, and express their opinions effectively (Maruf & Rachmawati, 2025).

Based on the data presented above, all findings from Indonesian students, international students, and lecturers show empirical evidence of two-way interaction code-switching practices in ELT master classes. This data provides a comprehensive representation to answer all research questions, ranging from the identification of types of code-switching, its function in improving student understanding, to its effect on student engagement in the learning process. The analysis shows that through this strategy, both the cognitive and social aspects of students can be improved, classroom interaction becomes more inclusive, and the use of English remains dominant, so that learning objectives are achieved effectively (Surrain et al., 2023).

The application of Gumperz's theory (1982) in the context of this study demonstrates that the interactional functions of code-switching can not only be identified theoretically but also observed concretely in the dynamics of a postgraduate-level ELT classroom. Concepts such as reiteration, message qualification, and personalization versus objectivization do not merely appear as analytical categories but operate as communication strategies actively employed by lecturers to manage student engagement. In practice, reiteration helps ensure understanding, message qualification serves as scaffolding to explain complex concepts, while personalization makes the material more relevant to students' experiences. The application of this theory demonstrates that code-switching plays a role in creating a learning environment that is more interactive, inclusive, and

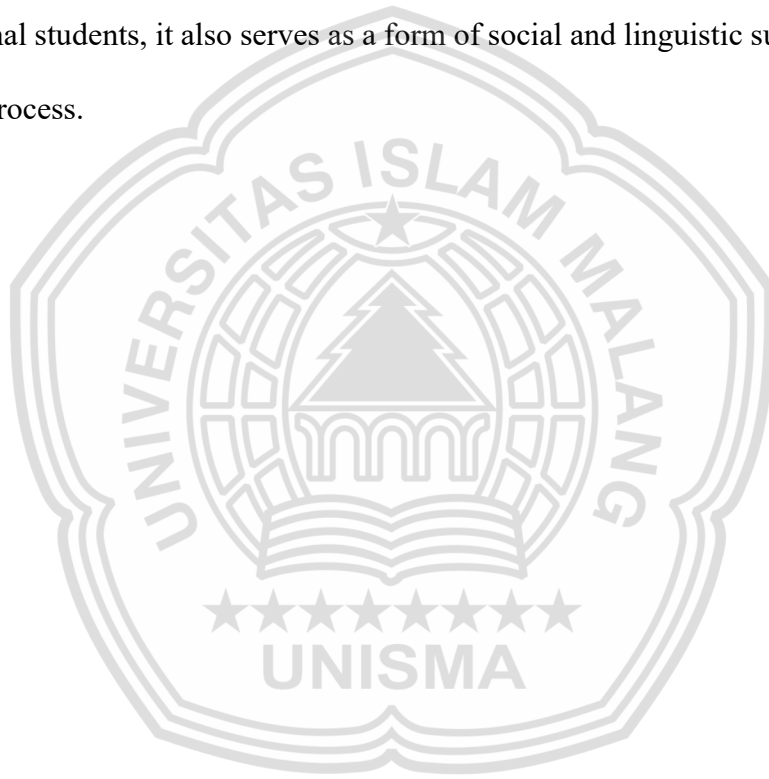


responsive to the needs of students with diverse linguistic backgrounds. Thus, Gumperz's theory in this study not only explains the function of language in interaction but also reveals how bilingual strategies can enhance students' cognitive and social engagement in the learning process at the graduate level.

Furthermore, in academic and professional contexts, when code-switching is viewed through Poplack's (1980) theoretical framework, it is understood not merely as a social practice or informal conversation, but as a structured linguistic phenomenon that reflects high levels of bilingual competence. In master's level ELT classes, the use of tag switching, inter-sentential switching, and intra-sentential switching demonstrates that speakers are able to switch between languages without violating the grammatical rules of each language. This confirms that code-switching is not a random mixing of languages but rather follows specific rules. In professional academic discourse, this practice allows lecturers and students to maintain the accuracy of technical terms in English while ensuring clarity of meaning through Indonesian. Thus, code-switching functions as an academic communication strategy that supports accuracy, clarity, and efficiency in the transmission of knowledge, in line with Poplack's view that code-switching is a systematic linguistic behavior bound to language structure, not merely a social phenomenon.

Based on interviews, Indonesian students and international students from Uzbekistan both view two-way interaction code-switching as a strategy that help increase engagement in learning (Thongwicht & Ulla, 2024). Both find it easier to understand difficult concepts when lecturers used a combination of English and

Indonesian. However, there were differences in the primary function of code-switching. Indonesian students tend to use code-switching to clarify academic concepts and maintain a smooth discussion, while Uzbek students view code-switching more as a means to facilitate linguistic adaptation and increase confidence in participating in bilingual classes (Hu et al., 2022). Thus, for Indonesian students, code-switching serve primarily as an academic strategy, while for international students, it also serves as a form of social and linguistic support in the learning process.



## CHAPTER V

### DISCUSSION OF THE FINDINGS

This chapter discusses the research findings presented in the previous chapter. The discussion focuses on the interpretation of results related to the practice of two-way interaction code-switching in ELT master classes, as well as its implications for student understanding and engagement. This analysis links empirical findings with theoretical frameworks and previous research to provide a deeper understanding of the function and effectiveness of code-switching strategies in the context of English language learning.

#### 5.1 Discussion

Based on the analysis of observation data, interviews, and observation and interview transcripts, it was found that code-switching was carried out in three main forms, namely tag switching, inter-sentential switching, and intra-sentential switching (Poplack, 1980). These three forms emerged as communicative strategies that helped students understand complex academic concepts and improved the quality of interaction between lecturers and students (Archila et al., 2021; Ezech et al., 2022).

Tag switching was found to function as an interpersonal marker that strengthens communication closeness and ensures that students understand the instructor's instructions (Putri et al., 2022). The use of tags such as “*ya*,” “okay,” or “right” does not change the structure of the main sentence but plays a role in facilitating immediate responses from students, thereby creating effective two-way

interaction. Inter-sentential switching occurs when lecturers switch languages between complete sentences, for example from English to Indonesian, to provide clarification or emphasize important points (Wulandahri et al., 2025). This form helps student's process academic concepts better.

Meanwhile, intra-sentential switching occurs when language mixing occurs within a single sentence structure (Zhong et al., 2025). This strategy demonstrates the bilingual lecturers' ability to explain technical concepts spontaneously and flexibly, enabling students to understand academic terms without losing the original context (Arumaisya, 2025). This form of code-switching also encourages students to actively negotiate meaning through questions or responses, creating a deeper shared understanding.

In the context of student comprehension, two-way code-switching has been shown to help Indonesian students understand technical terms and abstract concepts, although some students, such as Reyhan, emphasize that the use of English must remain dominant in order to build language habits (Kuncoroningtyas et al., 2025). Other students, such as Reza, indicate that strategic code-switching improves comprehension, reduces cognitive load, and facilitates cross-linguistic knowledge transfer (Bao, 2025). For international students, such as Alika and Senina, code-switching serves as a cognitive bridge that allows them to process academic concepts more clearly and improves their ability to participate in class (Jegede, 2025).

In terms of student engagement, two-way code-switching increases engagement through three interactional functions according to Gumperz (1982),

namely reiteration, message qualification, and personalization vs. objectivization. Repeating messages in two languages helps students understand academic concepts more concretely, while clarifying concepts through message qualification deepens understanding and encourages active participation. Shifting between objectification and personalization makes the material more relevant to the students' context, so they feel more motivated to interact and contribute to the discussion (Gumperz 1982; 2015).

The lecturers' responses also confirms that strategic code-switching is necessary to ensure that instructions and concepts are understood correctly (Ghaderi et al., 2025). Thus, this bilingual strategy not only strengthens academic understanding but also creates an inclusive classroom atmosphere and encourages more active social and academic interaction (Maruf & Rachmawati, 2025).

In addition, differences are also found between Indonesian and international students in responding to the use of two-way code-switching. Indonesian students tend to view code-switching as a supportive academic strategy used to clarify difficult concepts while still maintaining English as the dominant language in the classroom. Meanwhile, international students rely more on code-switching as a linguistic bridge because both Indonesian and English functioned as foreign languages for them (Wijaya et al., 2020). As a result, code-switching not only helps international students understand academic content more clearly, but also supports their confidence and participation in classroom interaction. These findings indicate that students' linguistic backgrounds influence how code-switching functions in



supporting comprehension and engagement within bilingual ELT classrooms (Hu et al., 2022).

These findings are similar with previous research by Wijaya et al. (2020), which shows that postgraduate students view code-switching as a pedagogical strategy that enhances understanding and creates a comfortable learning environment. These findings also support the results of Menglei's (2021) study, which showed that at the postgraduate level, code-switching is used more strategically to explain complex concepts and support in-depth academic discussions.

However, there is a significant difference between this study and previous studies at the postgraduate level. While earlier studies placed greater emphasis on the general benefits of code-switching as a pedagogical strategy from the lecturer's perspective which is teacher-centred, this study highlights the dynamics of two-way interaction between lecturers and students. In this study, code-switching is not only used by the lecturers to explain concepts but is also actively employed by students as a strategy for negotiating meaning, clarifying understanding, and maintaining the continuity of interaction. Furthermore, this study does not focus solely on comprehension but also examines student engagement through interactional functions, thereby demonstrating that code-switching plays a role not only in cognitive aspects but also in enhancing participation and fostering more inclusive classroom interactions.

These findings are also similar to studies by Elias et al. (2022), Blair and Morini (2023), and Mauliddiyah et al. (2020), which found that code-switching helps

clarify meaning, reduce anxiety, increase vocabulary, and support understanding of complex material. Similarly, these findings support the research of Murtiningsih (2022) and Olivera (2021) on increased engagement, confidence, and interpersonal interaction through code-switching in EFL classrooms.

Furthermore, the findings are also in line with Altun (2021) in that lecturers use code-switching to discuss complex topics, create practical learning, increase student participation, and build social interaction in the classroom. This confirms the important role of code-switching as a pedagogical strategy in supporting the overall academic process of students.

In addition, this research findings show that two-way code-switching also plays a role in creating a more inclusive learning environment that is responsive to students' different linguistic backgrounds. International students, who are not fully proficient in Indonesian, feel more confident and comfortable when lecturers use a combination of English and Indonesian to explain concepts or give instructions. This creates a sense of security in active participation, as they can negotiate meaning, ask questions, and respond without fear of misunderstanding (Zakaria & Muton, 2022).

The use of two-way code-switching helps students in the process of metacognition and understanding abstract concepts (Ali, 2024). With clarification in their first language or reemphasis in English, students are able to connect theory with academic practice more effectively. This strategy not only strengthens cognitive understanding but also improves academic communication skills, making

students better prepared to discuss, present ideas, and complete tasks collaboratively (Tian & Lau, 2023).

The findings of this study indicate that the practice of code-switching that occurs in two-way interactions in the Second Language Acquisition and Academic Writing class are not only related to the form of language switching, but also to its communicative function in the learning process. In this case, Poplack's (1980) theory provides a framework for identifying the types of code-switching that appear in speech, such as tag switching, inter-sentential switching, and intra-sentential switching. Through this classification, this study can identify how students and lecturers switch from English to Indonesian or vice versa in different sentence structures. Using Poplack's (1980) theory, this study's analysis is able to show the linguistic patterns of language switching that occur naturally during discussions, presentations, and explanations of material in class.

Meanwhile, Gumperz's (1982) theory provides a different perspective by emphasizing the social and pragmatic functions of code-switching in interactions. Based on the research findings, several code-switching practices that emerged in the Second Language Acquisition and Academic Writing class can be linked to the functions described by Gumperz (1982), such as reiteration, message qualification, and personalization vs objectivization. For example, lecturers often use Indonesian after explaining concepts in English to clarify the meaning or emphasize important points to students. Similarly, students sometimes switch languages when providing additional explanations or ensuring that the ideas conveyed can be understood by

all class participants. This shows that code-switching functions as a communication strategy that helps improve understanding in the context of academic learning.

By combining these two theories, this study can provide a more comprehensive analysis of code-switching practices in classroom interactions. Poplack's (1980) theory helps explain how language switching occurs at the structural level, while Gumperz's (1982) theory explains why language switching is used in certain communication situations. In the context of Second Language Acquisition and Academic Writing and learning, the use of code-switching has been proven to be not only a linguistic phenomenon, but also a pedagogical strategy that supports the process of delivering material and academic interaction. Thus, the application of these two theories allows research to understand code-switching more deeply, both in terms of form and function in classroom learning activities.

The findings of this study have important implications for English language learning in higher education, particularly in the context of EFL at the master's level. The use of code-switching in two-way interaction suggests that the learning process does not always have to take place entirely in English to effectively achieve academic goals (Pintado, 2021). Instead, the strategic use of the first language can help lecturers explain complex concepts, reduce communication barriers, and create a more inclusive learning environment. This suggests that linguistic flexibility in learning can be part of a pedagogical strategy that supports the active engagement of adult students in academic discussions (Wulandahri et al., 2025).

Furthermore, the results of this study also indicate that lecturers in higher education need to develop a more adaptive communication approach to meet

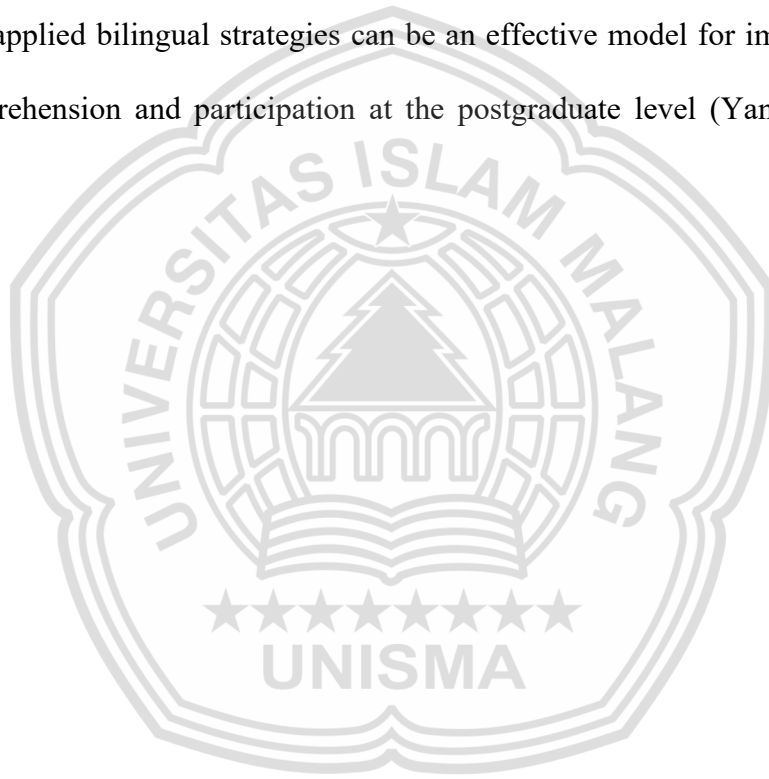
students' linguistic needs. In the context of EFL classes with students of varying language proficiency levels, code-switching can be used as a form of scaffolding to help students build understanding before returning to full use of the target language. Thus, English language learning in higher education is not only oriented toward formal language use but also toward fostering communicative, participatory academic interactions that support the optimal development of students' understanding (Xiao, 2024).

This study has several limitations that should be noted. First, the study was conducted in only one class within an ELT master's program at a private university in East Java, therefore, the findings cannot be generalized to a broader context. Second, data collection took place over only four class sessions of limited duration, so it may not fully represent the dynamics of code-switching usage over a longer period. Furthermore, the relatively small number of participants and the study's narrow focus on in-class interactions mean that this research does not account for other factors such as individual learning styles, the overall effectiveness of teaching methods, or the influence of external environments on the learning process.

The uniqueness of this study is its focus on the use of code-switching in two-way interactions between instructors and students in an ELT master's-level classroom. Unlike previous studies, which tended to position lecturers as the primary users of code-switching, this study demonstrates that students also actively employ code-switching as a strategy to negotiate meaning, clarify understanding, and sustain academic interactions. These findings demonstrate that code-switching functions not only as a cognitive aid for understanding but also as a means to foster

engagement, self-confidence, and more inclusive academic social interaction in higher education settings.

Overall, this study shows that the use of two-way code-switching in ELT Master classes not only serves as a tool for clarification and academic explanation, but also increases student engagement, strengthens socio-academic interactions, and maintains the dominance of English as the target language (Arif et al., 2025). Strategically applied bilingual strategies can be an effective model for improving student comprehension and participation at the postgraduate level (Yang et al., 2025)





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