

TRANSLANGUAGING THROUGH CODE-SWITCHING AND CODE-MIXING IN ENGLISH CLASSROOM INTERACTION AT XI MAS MUALIMIN NW

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ARTICLE INFO	ABSTRACT
Article history: Received: June 12, 2026 Revised: June 22, 2026 Accepted: June 28, 2026 Published: June 30, 2026 Keywords: Classroom interaction, Code Mixing, Code switching, EFL learning, Translanguaging	Translanguaging has emerged as an effective approach in multilingual classroom, allowing teachers and students to use their full linguistic repertoire to support learning. In English as a Foreign Language (EFL) contexts, translanguaging is often realized through code-switching and code-mixing, which help learners understand lesson content and participate actively in classroom interaction. However, limited research has examined translanguaging as a broader framework that integrates both code-switching and code-mixing in English classroom interaction, analyzes their functions within translanguaging practices, and explores teachers and students perspectives on their effectiveness in improving English learning. This study employed a descriptive qualitative method involving one English teacher and 35 students of XI Mas Mualimin NW Gunung Rajak. Data were collected through classroom observations, semi-structured interviews, and documentation. The findings revealed that inter-sentential switching was the most dominant type of code-switching, accounting 75% of the occurrences, followed by intra-sentential switching and tag-switching 12.5% each. In terms of code-mixing, insertion was the most frequent type 70%, followed by congruent lexicalization 20% and alternation 10%. The study also found that code-switching and code-mixing functioned to clarify lesson materials, provide instructions, introduce vocabulary, motivate students, and support comprehension. Furthermore, both teachers and students perceived translanguaging positively, as it enhanced understanding, participation, and confidence in English learning. <i>This is an open access article under the CC BY-SA license.</i> 
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INTRODUCTION

Translanguaging can be understood as the flexible use of multiple linguistic resources to support communication and learning. In multilingual classrooms, students naturally draw on different languages to understand academic materials, express ideas, and engage in

classroom interaction. This perspective views language resources as interconnected rather than separated into distinct systems. From this perspective, translanguaging is increasingly recognized as an instructional approach that allows learners to use all available linguistic resources to facilitate communication and learning. In Indonesian EFL classrooms, especially at XI Mas Mualimin NW Gunung Rajak where commonly use Indonesian, local languages, and English, translanguaging can provide valuable support for comprehension and classroom participation. In the classroom, teacher and students can switch languages intelligently while considering bilingual ability as a unified system that enriches learning (Lasagabaster & García, 2014).

The growing linguistic diversity in Indonesian classrooms has increased the importance of translanguaging practices. Students frequently combine Indonesian, local languages, and English as resources for understanding lessons and participating actively in learning activities (Zein et al., 2020). The implementation of multilingual learning methods, such as translanguaging, in high schools has not been uniform. Factors contributing to this include differences in teachers views on multilingual education, a lack of preparedness, and the belief that learning English through the mother tongue (L1) actually enhances learning. In fact, language translation aligns with the spirit of the Merdeka Curriculum, which encourages the use of students full language capabilities during learning (Ramadhan et al., 2022). Although students generally view translanguaging as normal and beneficial, some teachers still prefer an approach that uses only English, leading to differing perspectives on multilingual practices in the classroom Rizka Aziza Puteri, (2020), who found that translanguaging in Indonesian EFL classrooms is often viewed differently by teachers and students, even though it is educationally beneficial for supporting student understanding (Emilia & Hamied, 2022).

Previous investigations have consistently shown that the use of more than one language in EFL classroom contribute positively to interaction and facilitates students understanding (Liando et al., 2022). The research findings indicate that teachers use three types of translanguaging when teaching: intra-sentential translanguaging, inter-sentential translanguaging, and tag translanguaging. These types serve four interrelated purposes, which can be used to assess student learning outcomes. However, studies examining translanguaging as an integrated framework of code-switching and code-mixing in Indonesian senior high

school classroom remain limited (Natan Barus et al., 2024). This study aims to analyze the types and functions of code-switching used in classroom interactions. The findings show that inter-sentence code-switching is the most dominant type, accounting for 66%, while the repetitive function occurs most frequently, at 48% (Hilya & Haryanto, 2025). This study aims to identify the types and functions of code-switching used by English teachers at Lab Undiksha High School (Ni Wayan Santi Elmiani et al., 2020). The results show that teachers typically use four types of code-switching.

However, research analyzing translanguaging as a broader framework that integrates both code-switching and code-mixing at the high school level remains very limited. Therefore, this study investigates translanguaging practices through code-switching and code-mixing in English classroom interaction at XI MAS Mualimin NW Gunung Rajak. This study makes theoretical and empirical contributions to the field of education, particularly in English language teaching and translanguaging. The specific objectives of this study are: To identify the types of code-switching and code-mixing use by teachers and students during interactions in English language classes, to analyze the function of code-switching and code-mixing as part of translanguaging, to examine the perspectives of teachers and students on the effectiveness of translanguaging practices in improving English comprehension.

This study contributes both theoretically and empirically to the field of English language education, particularly in translanguaging research. Theoretically, it reinforces the view that bilingual competence functions as an integrated linguistic system and highlights the pedagogical role of code-switching and code-mixing within translanguaging practices. Empirically, the study provides evidence that translanguaging can enhance students comprehension, participation, motivation, and English language development while fostering a more interactive and inclusive classroom environment. Practically, the findings suggest that English teachers should recognize students first language as a valuable learning resource rather than a barrier to language acquisition. Despite these contributions, the study has certain limitations, as it was conducted in only one classroom setting with a limited number of participants.

RESEARCH METHOD

To investigate translanguaging practices in classroom interaction, this study employed a descriptive qualitative design. This approach was selected because it enables researchers to

explore participants' language use and experiences within their natural educational setting. This study followed the interactive data analysis model proposed by (Miles et al., 2014a) which consists of data collection, data reduction, data display, and conclusion drawing. This methodological approach is consistent with the perspective of (Creswell & Poth, 2018) and (Gaudet & Robert, 2018), who emphasize that qualitative research is particularly suitable for examining social and educational phenomena in depth.

This study was conducted in one English class at XI MAS Mualimin NW Gunung Rajak. The school was selected because English is taught as a foreign language (EFL), and translanguaging practices frequently occur during classroom interactions. Data collection was carried out over a period of 2-4 weeks across several classroom meetings to ensure comprehensive and consistent data. The participants consisted of one English teacher and 35 students from class XI. The students were selected based on their active that provided opportunities for translanguaging practices.

This study used purposive sampling, which is a method of intentionally selecting participants based on specific criteria, such as: The student who actively participate in English learning, and the teachers who are willing to be part of this study. Research data were collected through several methods: (1). Observation, was conducted to directly observe language translation practices during classroom learning interactions, (2). Interviews, interviews semi structure were conducted with teacher and students to explore their views on the used of translanguaging in english learning, (3). Documentation, such as field notes, lesson recordings, and other supporting documents were used to supplement the data.

Data analysis follows the interactive model of (Miles et al., 2014b) with three main stages: (1). Data reduction, data is selected, determined, and inserted according the research needs. (2). Data display, data is presented through descriptive narrative, table, or interview quotations to ensure it easily understood. (3). Conclusion, the researcher conclude based on patterns, themes and relationships that emerge from the data. Furthermore, the analysis also includes: Coding, grouping data into categories. Thematic analysis, finding themes around translanguaging practices. In order, the data to be accurate and reliable, this study used triangulation techniques: (1). Source triangulation, comparing data from teacher and students. (2). Methode triangulation, combining observation, interviews, and documentation. (3). Time triangulation, collecting data at different times to check consistency.

RESULT AND DISCUSSION

Types of Code-Switching and Code-Mixing

Classroom interaction data show that teachers and students often use more than one language to support communication and learning. The researchers did not analyze these linguistic practices as a protected phenomenon, but rather as part of broader translanguaging practices in the classroom. The data, collected based on observed language use patterns, allowed for a detailed examination of how participants switched between and combined linguistic resources to construct meaning, facilitate understanding, and maintain interaction during English lessons. The findings of this study are presented based on the classroom observations conducted during English learning activities at XI Mas Mualimin NW Gunung Rajak. The data were classified into two major categories: types of code-switching and types of code-mixing. The classification was based on the theories proposed by (Poplack, 1980) and (Muysken, 2000).

Table 1. Types of Code-Switching

No	Types of Code-switching	Frequency	Percentage
1	Inter-sentential switching	12	75%
2	Intra-sentential switching	2	12.5%
3	Tag-switching	2	12.5%
	Total	16	100%

Based on Table 1, inter-sentential switching was the most dominant type of code-switching used during classroom interaction, with 12 utterances (75%). Meanwhile, intra-sentential switching and tag-switching each appeared in 2 utterances (12.5%). The findings indicate that teachers frequently switched languages between clauses or sentences to explain lesson materials and maintain classroom communication.

Inter-sentential switching

Based on (Poplack, 1980) classification, inter-sentential switching refers to language alternation that takes place across sentence or clause boundaries. In the observed classroom interactions, this type appeared when speakers completed an idea in one language before continuing in another language. Example: “Oke, lets move to our lesson, kita lanjutkan

pelajaran yang kemarin.” This utterance, first the teacher used English and then switched to Indonesian in the following clause. This is consistent with (Macaro, 2005), who argues that code-switching serves as a pedagogical strategy that helps learners understand lesson content and reduces communication barriers in foreign language classrooms. Furthermore, (Hall & Cook, 2012) emphasize that the use of learners first-language strategies can facilitate classroom interaction and enhance the effectiveness of learning. The teacher used this strategy to clarify instructions. The frequent use of inter-sentential switching indicates that translanguaging helped teachers maintain effective classroom interaction.

Intra-sentential switching

Intra-sentential switching occurs when two languages are combined within a single sentence structure. This type of switching requires a relatively high level of bilingual competence because speakers must combine elements from different languages while maintaining grammatical structure. The researcher identified two utterances categorized as intra-sentential switching.

Example: “Next week ya, ada yang sudah tetapi yang belum saya lihat adalah narrative text nya.” In this utterance, the teacher inserted the English phrase “narrative text” into an Indonesian sentence structure. The sentence began and ended in Indonesian, while the English phrase was embedded in the middle of the sentence. This type of switching shows that teacher naturally integrated English academic terms into classroom communication. The use of English terms such as “narrative text” reflects the influence of English learning material. The use of intra-sentential switching helped students become familiar with English vocabulary without losing understanding of the lesson, by combining English and Indonesian within one sentence.

Tag-switching

Tag-switching can be identified when brief expressions, discourse markers, or tags from one language are embedded within an utterance that is primarily produced in another language. According to (Poplack, 1980), tag switching is the simplest type of code-switching because tags can be inserted into utterances without affecting grammatical structure. The researcher identified two utterances categorized as tag-switching. Example: “Come on ya, minggu depan.” This sentence, the English phrase “come on” functioned as a motivational tag before the teacher continued speaking in Indonesian. The use of tag-switching indicates

that English expression were not only used for academic purposes but also for social instruction in the classroom. The teacher used English tags to motivate students, attract their attention, and create more engaging classroom atmosphere. The finding suggests that translanguaging practices contribute to a positive learning environment because students become more familiar with English expressions in natural classroom communication.

Table 2. Types of Code-Mixing

No	Types of Code-Mixing	Frequency	Percentage
1	Insertion	7	70%
2	Alternation	1	10%
3	Congruent Lexicalization	2	20%
	Total	10	100%

Based on Table 2, insertion was the most dominant type of code-mixing found in classroom interaction, with 7 utterances (70%). Meanwhile, congruent lexicalization appeared in 2 utterances (20%), and alternation appeared in only 1 utterance (10%). These findings indicate that teachers more frequently inserted English words or phrases into Indonesian sentences during teaching and learning activities.

Insertion

Insertion refers to the incorporation of lexical items from one language into the grammatical framework of another language during communication. The class presented several examples in which English vocabulary was inserted into Indonesian speech, illustrating a pattern of language mixing that is frequently studied in research on bilingual communication (Muysken, 2000). Example: “Mana narrative text nya?.” This utterance, the English phrase “narrative text” was inserted into Indonesian sentence structure. The Indonesian possessive marker “nya” was attached to English phrase, showing the integration of English vocabulary into Indonesian grammar.

The frequent use of insertion indicates that English academic vocabulary had become familiar in classroom interaction. Teachers often inserted English terms related to lesson materials because these terms were commonly used in English textbooks and classroom

interaction. Insertion also functioned as a strategy to introduce English vocabulary gradually while maintaining students understanding through Indonesian. This practice helped students learn English terms in meaningful contexts without feeling pressured to communicate entirely in English. In EFL classroom, insertion becomes part of translanguaging practices because students and teachers naturally combine English and Indonesian during learning activities.

Alternation

Alternation involves a shift from one linguistic system to another while each language maintains its own grammatical pattern within the same utterance (Muysken, 2000). The researcher identified one utterance categorized as alternation. Example: “Dia tidak masuk hari ini because she is sick.” The sentence began with an Indonesian clause and then shifted into a complete English clause, both parts maintained their own grammatical structures which indicates alternation.

This type of code-mixing demonstrates that the teacher was able to switch naturally between Indonesian and English during communication. The English clause “because she is sick” was used to provide additional information while maintaining the flow of interaction. Although alternation appeared less frequently than insertion, it still reflected the teachers bilingual competence and flexible language use in classroom communication. The findings also indicates that translanguaging practices allow speakers to move dynamically between language depending on communicative needs. Similarly, Canagarajah, (2011) argues that bilingual speakers flexibly alternate between languages to negotiate meaning and maintain effective communication. Such language practices demonstrate that multilingual competence should be viewed as an integrated system rather than separate linguistic abilities

Congruent Lexicalization

Congruent lexicalization occurs when lexical items from two language are combined within the same grammatical structure. This type of code-mixing reflects a high level of bilingual integration because speakers use elements from different languages interchangeably (Muysken, 2000). The researcher identified two utterances categorized as congruent lexicalization. Example: “Hari ini kita akan discuss tentang narrative text sebelum mulai presentation.” This utterance combined Indonesian sentence structure with several English lexical items such as “discuss,” “narrative text,” and “presentation.” The English words were integrated naturally into the Indonesian grammatical pattern.

The use of congruent lexicalization shows that both languages functioned simultaneously within classroom interaction. The teacher did not separate Indonesian and English rigidly but used them flexibly as part of communication. The use of congruent lexicalization also indicate that students were already familiar with certain English classroom vocabulary, therefore teachers could combine Indonesian and English naturally without interrupting students understanding.

Functions of Code-Switching and Code-Mixing

This finding revealed several important functions of code-switching and code-mixing played important roles in supporting classroom interaction and English language learning. In translanguaging practices, teachers and students used Indonesian and English flexibly to communicate, construct meaning, and facilitate understanding during the learning process. The discussion below explains how each function of code-switching and code-mixing answered the research questions regarding the purposes and effectiveness of translanguaging practices in English classroom.

Clarifying and Explain Material

Based on the findings, one of the main functions of code-switching as part of translanguaging was clarifying and explaining lesson materials. The findings indicate that students rely on Indonesian and English to construct meaning (García & Wei, 2014). This pattern supports the previous argument that multilingual resources can facilitate learning in an EFL (English as a Foreign Language) context. Example, in the sentence “we come to a new chapter, kita masuk ke bab baru,” the teacher first introduced the material in English and than clarified te meaning in Indonesian. This practices helped students understand the lesson more easily because Indonesian functioned as a bridge to comprehend the English instruction. The findings indicate that translanguaging supports students comprehension by connecting their first language (L1) with the target language (L2), especially in EFL classroom where students still have limited English proficiency.

Giving Instructions Effectively

Another important function of code-switching found in this study was giving classroom instructions effectively. translanguaging is used strategically in bilingual classroom to maintain communication and support learning activities ((García & Wei, 2014). In this study, the teacher frequently combined English and Indonesian to ensure that students clearly

understood instructions during classroom interaction. Example, “number twenty, halaman 20,” the teacher first used English and then switched to Indonesian to clarify the instruction. The use of Indonesian reduced misunderstanding and helped students follow classroom activities properly. This finding demonstrates that translanguaging not only supports language learning but also functions as an effective classroom management strategy.

Motivating students and Maintaining Classroom Interaction

Highlights translanguaging practices involving code-mixing enable learners to integrate linguistic knowledge from different languages, thereby supporting vocabulary development and deeper conceptual understanding ((Wei, 2018). The findings also revealed code-switching functioned to motivate students and maintain classroom interaction. Translanguaging supports not only academic communication but also social interaction in multilingual classroom. In this study, teacher used short English expressions such as “come on ya, minggu depan,” to encourage students and create more interactive classroom atmosphere. The English expression “come on” functioned as motivation, while Indonesian helped students understand the context more clearly. This practice made students feel more comfortable participating during classroom activities because they were not forced to communicate entirely in English. Therefore, translanguaging practices increased students confidence, participation, and engagement in English learning.

Introducing English Vocabulary

Based on the findings, one of the function of code-mixing as part of translanguaging was introducing English vocabulary. From a translanguaging perspective, learners can utilize their existing linguistic knowledge to support the acquisition of new language forms and concepts during classroom activities (García & Wei, 2014). In this study, teachers frequently inserted English words into Indonesian sentence structures, such as “Narrative text kemarin ya?” the use of English terms within Indonesian sentences exposed students to academic vocabulary while maintaining their understanding of the lesson. This finding indicates code-mixing helped students learn English vocabulary naturally because the vocabulary was introduced in meaningful classroom contexts.

Simplifying Academic Terms

Another important function of code-mixing was simplifying academic terms commonly used in English learning. Teachers often retained English terms such as

“orientation,” “presentation,” and “narrative text” because these terms were more familiar in English form. Translanguaging allows teachers and students to combine languages strategically according to communicative and educational needs ((García & Wei, 2014). In this study, the teacher used the utterance “ini orientation, mana ceritanya?” to explain narrative text structure. The English term “orientation” was maintained because students were already familiar with the term in English learning materials. This finding demonstrates that translanguaging helps students understand academic concepts without requiring complete translation into Indonesian.

Supporting Students Comprehension

The findings further revealed that code-switching and code-mixing functioned to support students comprehension during English learning. In this study, teacher frequently combined Indonesian and English to help students understand vocabulary, grammar, and lesson materials more easily. Example, in the sentence “In Englishnya mana?” the teacher connected Indonesian and English to guide students in understanding the lesson. Interview results also showed that students felt more comfortable and confidence when teacher used translanguaging practices during classroom interaction. Students explained that they could understand lessons better because Indonesian helped them interpret English expressions and concepts.

Perspective Teacher and Students

Based on interviews with five students and one English teacher, translanguaging practices were perceived as effective in improving English comprehension during classroom interaction. The teacher believed that combining Indonesian and English helped explain lesson materials more clearly, give instructions effectively, reduce students confusion, and create more interactive learning environment. Meanwhile, students felt that translanguaging helped them to understand vocabulary, grammar, and lesson content more easily.

The use of code-switching and code-mixing also increases students confidence and participation in classroom activities because they more comfortable communicating with the teacher without pressure to use full English. These findings are in line with the translanguaging theory proposed by García & Wei, (2014), which states that bilingual speakers use their linguistic resources flexibly to construct meaning and facilitate communication in the learning process. Similar results were reported by Cenoz & Gorter, (2022), who found that pedagogical

translanguaging enhances students confidence, participation, and academic achievement. By allowing learners to draw upon their full linguistic repertoire, translanguaging creates a more inclusive and supportive learning environment in multilingual classroom.

CONCLUSION

This study found that translanguaging through code-switching and code-mixing was naturally used in English classroom interactions at XI MAS Mualimin NW Gunung Rajak. Inter-sentential switching was the most dominant type, accounting for 75% of the data, indicating that teacher frequently switched between English and Indonesian across sentences to explain materials and maintain classroom communication. While Insertion was the most frequently used type 70%, showing that teacher often embedded English words and phrases into Indonesian sentences, particularly when introducing academic vocabulary and lesson related terms.

This study also offers important pedagogical implications for EFL teaching. The findings suggest that teachers can effectively utilize students' linguistic backgrounds as instructional resources for explaining complex concepts, facilitating classroom interaction, and supporting vocabulary development. Rather than enforcing an English-only approach, teachers may adopt translanguaging practices to help learners connect their existing linguistic knowledge with new language input. Such practices can reduce learning anxiety, increase classroom participation, and enhance students' confidence in using English. Therefore, translanguaging may serve as an effective instructional strategy for promoting meaningful learning and supporting overall language development in multilingual classrooms. Future research is encouraged to involve a larger number of participants and a wider range of educational contexts to provide more comprehensive insights into translanguaging practices in Indonesia.

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