



LINGUISTIC CROSSROADS EXPLORED: AN INVESTIGATION OF CODE-CROSSING IN INDONESIAN EFL CLASSROOM INTERACTION

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ABSTRACT

This research delves into the multifaceted phenomenon of code-crossing within Indonesian English as a Foreign Language (EFL) classrooms, exploring the patterns, motivations, and implications of language mixing and switching. Utilizing a qualitative approach involving extensive classroom observations, participant interviews, and content analysis, the study unveils the dynamic linguistic crossroads where multiple languages converge. The findings offer nuanced insights into the frequency and contextual nuances of code-crossing, providing a comprehensive understanding of its role in shaping communication strategies and language learning experiences. By navigating this linguistic crossroads, the research contributes to the broader discourse on sociolinguistics, language education, and communication strategies within EFL instructional settings.

KEYWORDS

Code-Crossing, Indonesian EFL, Classroom Interaction, Language Mixing, Language Switching, Sociolinguistics, Language Education, Communication Strategies, Linguistic Crossroads.

INTRODUCTION

The language classroom serves as a dynamic space where linguistic interactions unfold, reflecting the complex interplay of languages,

cultures, and communication strategies. This study embarks on an exploration of the linguistic crossroads within Indonesian English as a Foreign



Language (EFL) classrooms, with a specific focus on the phenomenon of code-crossing. Code-crossing involves the dynamic use of multiple languages, encompassing language mixing and switching, and plays a pivotal role in shaping classroom communication dynamics.

Indonesia, with its diverse linguistic landscape, provides a unique context for investigating code-crossing in EFL classrooms. The coexistence of Bahasa Indonesia and English, coupled with the rich tapestry of local languages, creates a multilingual environment where language boundaries are fluid. This study aims to unravel the intricacies of code-crossing, shedding light on the patterns, motivations, and implications for language learning within this distinctive educational setting.

Understanding code-crossing involves exploring both language mixing, where elements of different languages are interwoven within sentences or discourse, and language switching, where a seamless transition between languages occurs. The exploration encompasses not only the linguistic aspects but also the sociolinguistic and pedagogical dimensions, delving into how code-crossing contributes to communication strategies and language learning processes.

As we navigate this investigation, the intent is to move beyond mere documentation and illuminate the underlying dynamics that govern code-crossing in Indonesian EFL classrooms. The research draws on qualitative analysis, classroom observations, and participant interviews to capture the multifaceted nature of this linguistic

phenomenon. By doing so, the study aspires to contribute to the broader discourse on language education, sociolinguistics, and communication strategies, offering insights that can inform classroom practices and enhance our understanding of the intricate linguistic crossroads within EFL educational contexts.

METHOD

The exploration of code-crossing within Indonesian English as a Foreign Language (EFL) classrooms involved a carefully orchestrated process to unravel the complexities of linguistic interactions. The initial phase centered on extensive classroom observations across a diverse range of educational settings. These observations sought to capture the organic and spontaneous occurrences of code-crossing, documenting its frequency, patterns, and contextual nuances. By immersing in the dynamic environment of EFL instruction, this phase laid the groundwork for understanding how code-crossing manifests in the day-to-day interactions between instructors and students.

Complementing the observational approach, in-depth interviews were conducted with both EFL instructors and students. These interviews provided a qualitative depth to the investigation by delving into the motivations, attitudes, and perceptions surrounding code-crossing. Instructors shared insights into their pedagogical strategies, addressing questions about language choice, instructional goals, and challenges they encounter. Students, on the other hand, provided valuable perspectives on their language learning



experiences, shedding light on how code-crossing influences their comprehension and communication strategies within the EFL learning context.

The data collected from both classroom observations and interviews underwent a meticulous content analysis. This phase involved coding for recurring themes, patterns, and emergent categories related to code-crossing behaviors. By systematically examining the qualitative data, the research aimed to identify commonalities and variations in the use of multiple languages, providing a comprehensive portrayal of code-crossing within the Indonesian EFL context.

Triangulation, a key aspect of the methodological process, was employed to enhance the credibility and reliability of the findings. By comparing and cross-referencing data from multiple sources, including observations and interviews, the study aimed to validate patterns observed in one dataset against those identified in another. This triangulation approach ensured a more robust interpretation of the phenomena under investigation and contributed to a holistic understanding of the role of code-crossing in Indonesian EFL classrooms.

In essence, the process unfolded as a dynamic interplay between immersion in the classroom setting, capturing authentic linguistic interactions, and in-depth interviews, providing nuanced insights into the motivations and perceptions of both instructors and students. The subsequent content analysis and triangulation of data aimed to distill meaningful patterns,

shedding light on the intricate linguistic crossroads within the EFL learning environment. The investigation into code-crossing within Indonesian English as a Foreign Language (EFL) classrooms employed a multi-method approach to capture the complexity of linguistic interactions. The study focused on qualitative methods, utilizing a combination of classroom observations, participant interviews, and content analysis.

Classroom Observations:

Extensive observations were conducted across diverse EFL classrooms in Indonesia, capturing spontaneous instances of code-crossing. The observations aimed to document the frequency, patterns, and contexts of code-crossing, considering factors such as lesson content, language proficiency levels, and instructional strategies. This provided a rich contextual understanding of how code-crossing unfolds within the dynamic environment of EFL instruction.

Participant Interviews:

In-depth interviews were conducted with EFL instructors and students to gain insights into the motivations, attitudes, and perceptions surrounding code-crossing. Instructors were asked about their pedagogical strategies and views on language use, while students provided perspectives on their language learning experiences and the role of code-crossing in facilitating comprehension and communication.



Content Analysis:

Transcripts of observed classroom interactions and interview responses underwent rigorous content analysis. The qualitative data were coded for recurring themes, patterns, and emergent categories related to code-crossing behaviors. This systematic analysis facilitated the identification of commonalities and variations in the use of multiple languages within the EFL learning context.

Triangulation of Data:

Triangulation was employed to enhance the credibility and reliability of the findings. By comparing and contrasting data from multiple sources, including observations and interviews, a more comprehensive and nuanced picture of code-crossing in Indonesian EFL classrooms emerged. Triangulation also allowed for the validation of patterns observed in one dataset against those identified in another, ensuring a robust interpretation of the phenomena under investigation.

The integration of these qualitative methods offered a holistic understanding of code-crossing, exploring not only its linguistic dimensions but also the sociolinguistic and pedagogical factors shaping its occurrence. The methodological approach adopted in this study aimed to capture the intricacies of language use in Indonesian EFL classrooms, providing a foundation for informed discussions on the role of code-crossing in language learning and communication strategies.

RESULTS

The investigation into code-crossing within Indonesian English as a Foreign Language (EFL) classrooms yielded rich and nuanced results, providing insights into the intricate dynamics of linguistic interactions. Classroom observations revealed a prevalent and spontaneous use of code-crossing, encompassing both language mixing and switching. Patterns emerged, showcasing that code-crossing occurred more frequently during certain instructional activities and varied based on the proficiency levels of students. Participant interviews further illuminated the motivations behind code-crossing, with instructors employing it as a pedagogical strategy to enhance comprehension and foster a more inclusive learning environment.

DISCUSSION

The observed patterns of code-crossing sparked discussions around its multifaceted nature within the Indonesian EFL context. Language mixing was often identified as a spontaneous response to students' comprehension challenges or as a pedagogical tool to provide clarity. Language switching, on the other hand, appeared strategic, with instructors utilizing it to scaffold learning and promote linguistic flexibility. The sociolinguistic implications of code-crossing were discussed, acknowledging its role in facilitating communication and bridging linguistic gaps. Additionally, the study identified instances where code-crossing reflected the cultural diversity of the classroom, becoming a means of creating a shared linguistic space.



The discussion delved into the implications of code-crossing for language learning, emphasizing its potential benefits in fostering a more interactive and engaging learning environment. The sociolinguistic perspective underscored the importance of recognizing and embracing linguistic diversity within EFL classrooms. The varying patterns observed across proficiency levels prompted considerations for differentiated instructional strategies that accommodate the diverse language backgrounds of students.

CONCLUSION

In conclusion, this investigation into code-crossing within Indonesian EFL classrooms illuminates the linguistic crossroads where multiple languages converge and interact dynamically. The results underscore the prevalence and versatility of code-crossing as a communicative strategy, shedding light on its role in shaping pedagogical approaches and enhancing language learning experiences. The discussion emphasizes the need for educators to acknowledge and leverage code-crossing as a valuable resource for fostering inclusive and effective EFL instruction. As language classrooms continue to evolve into spaces where linguistic diversity is embraced, the findings of this study contribute to the ongoing discourse on sociolinguistics, language education, and effective communication strategies within the realm of English as a Foreign Language instruction.

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