

THE ADVANTEGEOUS VALUES OF CODE-SWITCHING IN INDONESIAN EFL TEACHING-LEARNING CONTEXTS

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Abstract

Code-switching had been one of the central discussed educational topics forming in both globalized and Indonesian EFL learning contexts. On the first supportive side, the further utilization of code-switching is cogently supported by Indonesian EFL teachers to better facilitate the whole second language learning dynamics. Taking a glance on another contradictory side, the use of code-switching is strongly discouraged to maximize learners' target language competencies in a meaningful manner. This qualitative study employed a document analysis approach to proffer the advantageous values potentially imparted by the incorporation of code-switching through Indonesian EFL learning settings. Thirty code-switching studies conducted in this archipelago were carefully selected to generate more robust research findings. Two major themes were unearthed in this study namely code-switching potentially promote more meaningful L2 learning encounters and lead Indonesian EFL learners to foster their target language competencies to the fullest potentials. Regarding the future advancement of code-switching studies in this nation, the researcher expectantly hoped future researchers will conduct more exhaustive library qualitative investigations focusing on the disadvantages of code-switching to provide richer perspectives toward this L2 communication strategy.

Keywords: Code-switching, Indonesian EFL learners, Indonesian EFL teaching-learning contexts, document analysis

Introduction

Indonesia is one of the major centers where all international languages are attempted to be mastered by the communicators to transform into more competent and knowledgeable figures. This fact is in concord with the prevalence of international languages, particularly English in this archipelago propounded by Fareed, Humayun, and Akhtar (2016) and Siddiq, Kustati, and Yustina (2020) avowing that the majority of Indonesian people are commissioned to master some pivotal foreign languages, specifically English to be eligible to be admitted in various qualified educational institutions and it had also been immersed in a formal as well as informal school commencing from the primary until the higher school levels. Due to this pervasive nature of English language resided in our nation, language teachers bear a gigantic responsibility to prompt all diverse learners to rehearse their both spoken and written target language competencies constantly to enable all of them to obtain the target language competencies fully. To serve this major second language

acquisition objectivity, language teachers are striving progressively to enact a more supportive, enjoyable, and relaxing second language classroom atmosphere wherein all learners are capable of expressing their thoughts with other learning companions by proactively utilizing the target language. In keeping with what has already been alluded before, Gill (2019) avers that both language teachers and learners have to be able to establish more intensive cooperation in promoting more communicative second language learning vicinities where proactive learning engagement should take a predominant function in cultivating the ongoing EFL learners' target language proficiency.

This inescapable fact should be preserved into Indonesian EFL teachers' disposals by casting a higher degree of reverence for all learners ingraining distinctive socio-cultural values to raise their profound self-awareness, activeness, and learning maturity in the process of attaining the holistic second language learning outcomes. This view is intricately linked with the theory of socio-cultural values infused in multiverse second language classroom contexts as adduced by Gabillon (2012) accentuating that it is crucially important for EFL teachers to activate their learners' socio-cultural awareness amid a multitude of life backgrounds possessed by other learning community members to lead them closer to the striking improvements of the target language proficiency. As the resurgence of communicative language teaching is in harmony with the 21st-century teaching-learning requirements, the ineluctability of code-switching has become apparent, specifically in Indonesian EFL teaching-learning contexts. Code-switching denotes the speakers' abilities to make a well-planned or abrupt communication shift while conversing with other interlocutors to ascertain that the intended messages had been informed more overtly. This definition is inextricably associated with the theory of code-switching putting forward by Wardhaugh and Fuller (2021) emphasizing that the major aim of code-switching is to enable the communicators to divert from one language into another shared language amid the ongoing conversational events to bring about more meaningful communication events.

Anchored from this dynamics nature of code-switching, the appropriate utilization of this second language communication strategies should be conscientiously planned, monitored, and reflected exhaustively by Indonesian EFL teachers to elude learners from experiencing frustrating, energy-draining, and meaningless second language teaching-learning enterprises. This advice is congruent with the major finding of prior code-switching study unfolded by Hanafiah, Mono, and Yusuf (2021) advocating Indonesian EFL teachers to maximizing the utilization of the English language instead of relying too rigorously on the Indonesian language to bring about significant betterment for their learners' continual second language learning competencies development. In an identical study, Septiyani (2016) also unfolded that the majority of Indonesian EFL lecturers working in Duta Wacana Christian University also eroded the excessive usage of the first language with an exception expounding laborious learning conceptions along with imparting clearer second language teaching-learning instructions for multiverse learners to improve their targeted second language levels into the utmost levels. Further, it is worth noting that code-switching also promotes influential positive impacts for both non-native EFL teachers and learners engaging in a wide range of unique second language learning circumstances. The first and foremost reason is the appropriate usage of code-switching will enable indigenous EFL teachers to explicate the

transferred learning materials clearly for learners. This first advantage is hinged upon the second language classroom theory in accord with code-switching utilization as propounded by Yataganbaba and Yildirim (2015) arguing that the use of code-switching is rewarding to bridge the huge communication gap between non-native EFL teachers and learners, particularly while delineating some exacting learning materials and instructions for learners. The second major advantageous value of code-switching is to promote a more holistic, pleasurable, and relaxing second language learning atmosphere wherein EFL learners continually exhibit proactive learning engagement as well as laudable learning attitudes. This second notion is in agreements with the theory of classroom code-switching raised by Ellis (2018) confessing that non-native EFL teachers are more liable to harness their learners' mother tongue in an attempt to promote more transformative second language learning circumstances in which all learners can potentially strive and thrive to achieve more fruitful learning outcomes. The ultimate major utility of code-switching also deals intimately with the affective second language classroom spheres since code-switching had been proved to allow EFL teachers to establish more positive and intimate rapports with learners, which in turn, will elevate their learning motivation into the highest levels. This argument is strengthened by the theory of classroom code-switching devised by Moghadam, Samad, and Shahraki (2012) stating that non-native EFL teachers constantly make a proactive attempt to internalize the use of code-switching along with the target language in a balanced manner to amplify their learners' affective and motivational states more cogently, which reciprocally enable them to erect more positive relationships with teachers.

Reversely, the further utilization of code-switching in Indonesian EFL teaching-learning contexts is still debatable since some existing worldwide sociolinguistics researchers strongly dissuade the incorporation of this first language into the second language learning contexts due to the devastating effects generated by it potentially hindering learners from developing their target language competencies in a greater depth. Brown and Warschauer (2006) believe that the use of the first language potently indicated EFL learners' lack of target language competencies, demotivating learning desire to expand their second language proficiency through proactive communication occurrences, and feeble language learning objectives stipulated by teachers along with learners at the commencement of teaching-learning activities. In the same vein, Jingxia (2010) also argues that the continuous usage of the first language will perhaps distract the overarching EFL learners' learning attention to develop their target language levels due to the distinctive grammatical features internalized in their communication events with their classmates concurrently influencing their communicative competencies in the long-term trajectories. Despite the incessant controversies generated by the use of code-switching in worldwide as well as Indonesian EFL teaching-learning contexts, second language experts, practitioners, and educators are advocated to treat the further utilization of this efficient communicative strategy more judiciously to bring about significant leverages for the future advancement of second language teaching-learning enterprises such as inducing more meaningful classroom learning atmosphere, assisting learners to acquire a vast range of new terms, words, and expressions in acquiring the target language, and monitoring learners' current understanding of the addressed learning materials. Uys and Van Dulm (2011) theorize that the suitable implementations of code-switching will enable teachers to promote more exhilarating

classroom learning circumstances, lead learners to get closer to the successful attainment of the target language, and checking learners' ongoing comprehension toward the explicated subject-specific matters. In a similar trajectory, the accurate internalization of code-switching also functions as effective classroom management intended for all EFL learners to exhibit laudable learning behavior in various classroom learning vicinities. On a particular teaching-learning occasion, it is easy to unveil that a considerable number of EFL learners showcase some noncompliant learning behavior such as making some unintended noise, seeking attention, and distracting other classmates. In this way, it has been high time for EFL teachers to convey their admonition more obviously by using the first rather than second language to rejuvenate the conduciveness of the ongoing target language teaching-learning dynamics. This beneficial value is closely associated with the theory of learners' behavior classroom management proposed by Grant and Nguyen (2017) asserting that it is indispensably crucial for EFL teachers to conduct more efficient, time-saving, and conducive second language teaching-learning enterprises with the appropriate support of code-switching.

Appoint to the above-explained notions, this present qualitative study made a further attempt to provide more in-depth portrayals regarding the advantageous values of code-switching internalized in Indonesian EFL teaching-learning contexts. To fully comply with this research objectivity, prior 30 code-switching studies plied by Indonesian EFL experts, practitioners, and educators were critically selected by the researcher. Furthermore, it is also worth underscoring that by running this present qualitative library study, the researcher would shed more enlightenment on the supportive and contradictory perspectives underlying the tangible practices of code-switching in Indonesian EFL teaching-learning enterprises. As expounded before, it needs to be acclaimed that the utilization of code-switching is attributable to the paramount needs to inculcate more holistic, pleasurable, understandable, relaxing, and interactive second language teaching-learning enterprises wherein all learning community members feel embraced despite the distinctive learning levels, preferences, and interests they entrenched. In line with this baseline of this theoretical assumption, one specific research problem was formulated as follows: What are the advantageous values promoted by the utilization of code-switching in Indonesian EFL teaching-learning contexts?

The Major Aims for EFL Teachers to Harness Code-Switching in a Vast Array of Second Language Classroom Contexts

It is deemed as an essential matter for EFL teachers to incorporate the use of code-switching in a multitude of second language classroom contexts to facilitate the overarching teaching-learning enterprises, ease learners to fully understand the addressed learning materials, manage the classrooms in such a better purpose, and establish more intimate relationships with learners (see Jingxia, 2010; Azlan & Narasuman, 2013; Shay, 2015, and Sakaria & Priyana, 2018). To a lesser extent, EFL teachers also disseminate the utilization of code-switching to explicate some arduous grammatical formulas, unfamiliar words, and challenging L2 texts for learners. These specific purposes are tightly interwoven with the theory of classroom code-switching postulated by Puspawati (2018) acclaiming that to better promulgate more understandable second language teaching-learning instructions for heterogeneous EFL learners, language teachers determine to insert the further usage of the first

language to allow learners to obtain their targeted learning objectives successfully. It is also conceivable that the extensive use of code-switching is owing to the emergence of disruptive L2 classroom events potentially devastating the whole ongoing teaching-learning dynamics. On closer inspection, through the activation of the first language, EFL teachers will be more capable of elevating their authority over their learners to cooperate well with them in inducing more conducive teaching-learning environments, specifically when learners exhibit non-compliant learning behavior amid teaching-learning enterprises. This notion is potently endorsed by the prior findings of a code-switching study unearthed by Fhitri (2017) exclaiming that EFL teachers aim to corroborate circumvent a vast range of unruly classroom learning behavior showcased by their learners through the internalization of the first language. In the same vein, the appropriate usage of code-switching is also functioned to maintain the smoothness and meaningfulness of classroom conversational occurrences taking place between language teachers and learners. In another identical code-switching study, Sakaria and Priyana (2018) report that the majority of non-native EFL teachers generally make use of their first language to preserve the meaningful continuity of discourse encounters with learners.

The ultimate rewarding value imparted by code-switching is also influential for establishing, substantiating, and elevating the intimate rapports between teachers and learners. This positive teaching-learning occurrence entrenched strongly since all learners will potentially undergo more positive and supportive L2 learning dynamics in which robust solidarity among them naturally taken place. This positive second language learning value seems to concur with the theory of affective classroom code-switching adduced by Widia and Putri (2016) asserting that the accurate usage of code-switching will bring about gigantic impacts on the strong inducement of supportive L2 teaching-learning circumstances wherein all unique learners' diversity is thoroughly embosomed. Similarly, the successful inducement of code-switching will also proliferate more proactive second language learning engagement in harmony with the embodiment of a relaxing teaching-learning atmosphere. This may be due to the reason that comfortable and less-threatening learning vicinities encourage all learners to transfigure into more proactive learning participants willing to communicate more proactively with their teachers as well as with other learning companions. This another pivotal second language learning value is harmonious with the previous main finding of code-switching study plied by Sakaria and Priyana (2018) uncovering that the use of the first language had created a more striking second language learning springboards for both EFL teachers and learners since they have instilled more cogent personal willingness to construct more intimate rapport with others reciprocally, which likewise boost learners' learning motivation to persistently engage in pain-staking second language acquisition venture.

EFL Teachers' General Perspectives on the Further Utilization of Code-Switching in EFL Classroom Settings.

As noted in the previous subsection, non-native EFL teachers have inculcated such a positive perspective toward the utilization of code-switching in varied EFL classroom learning settings. This positive view is bred due to the manifestation of comfortable, meaningful, and supportive second language teaching-learning enterprises prompting all teachers along with learners to sustainably construct and preserve their intimate positive rapports with each other. This robust positive

relationship, of course, works as a propelling force for all learning communities to exhibit their gratifying learning performances continuously without being oppressed too intensively by the upcoming learning teaching-learning obstructions may perhaps hamper their consecutive enjoyable learning vibes growth. All of these elucidated conceptions are in concord with the major findings yielded by previous code-switching studies conducted worldwide. The first study was run by Jingxia (2010). He found out that nearly all of the Chinese EFL teachers harnessed their first language while communicating with learners to promote more efficient, meaning-making, and smooth L2 teaching-learning dynamics for all learners, particularly while elucidating some laborious or brand-new learning terms. Similarly, Mukti and Ena (2018) also suggest Indonesian EFL teachers precisely utilizing their mother tongue amid multiverse second language learning environments to bring about more holistic learning activities where learners' unique life diversity is jointly revered, eventually lead them to significantly foster their target language competencies. Wijaya, Mety, and Bram (2020) prompt Indonesian EFL teachers to incorporate their first language more sensibly to lead learners closer to the successful attainment of second language learning outcomes. In another conformable study, Songxaba, Coetzer, and Molepo (2017) unfold that African EFL teachers are motivated to make use of their first and second languages equitably in their classes to allow learners to elevate their communicative language competencies more efficiently. Regardless of all of the utilities yielded by the appropriate utilization of code-switching, non-native EFL teachers are advocated to conduct more critical classroom analysis before incorporating the use of this communication strategy in a wide array of second language classroom contexts to provide significant betterment for the future teaching-learning enterprises propelling all learners to harmoniously, meaningfully, and equally integrate the activation of L1 and L2 in a proactive attempt to maximize their fullest target language learning attainment.

Method

The researcher conducted this present qualitative study in the guidance of document analysis to reveal some rewarding theoretical constructs, practices, and values relevant to the current teaching-learning practices. As mentioned before, 30 prior studies of code-switching studies in Indonesian EFL teaching-learning contexts had been the major focus of this study to generate more durable and robust research findings contributable to the continual code-switching implementations in our second language teaching-learning areas. In a similar tone, all of the 30 selected prior code-switching studies are keeping abreast with the major theme proposed in this study to propel Indonesian EFL experts, practitioners, and educators to conscientiously, appropriately, and critically harness the further use of code-switching in their target language learning vicinities. In the data analysis processes, the researcher subsumed those 30 chosen code-switching studies into some specific tables and delineated all of those tables argumentatively to address the specific beneficial advantages of code-switching successfully promoted in a vast array of Indonesian EFL teaching-learning environments. All of those depictions can be discovered in 3 proffered research themes namely: (1), (2), and (3).

Findings and Discussion

In this subsection, the research attempted to specifically portray two advantageous benefits of harnessing the use of code-switching in Indonesian EFL learning contexts to inform the theoretical groundworks entrenched potently in this L2 communication strategy, prompt ELT experts, practitioners, and educators to value the further usage of this ubiquitous sociolinguistics phenomenon, and better advocate appropriate L2 classroom learning strategies accommodating the balanced usage between the first and second languages. Specifically, there were two major themes unearthed in the data analysis namely code-switching assisted both Indonesian EFL teachers and learners to undergo more meaningful teaching-learning encounters, as well as the judicious utilization of code-switching, which is an indispensable action to be embodied in second language learning circumstances to improve Indonesian EFL learners' target language proficiency into the utmost levels.

Table 1: Code-Switching Assisted Both Indonesian EFL Teachers and Learners to Undergo More Meaningful Teaching-Learning Encounters

Theme 1	Authors
Code-Switching Assisted Both Indonesian EFL Teachers and Learners to Undergo More Meaningful Teaching-Learning Encounters	Suganda, Leoneto, and Zuraida (2018); Sidiq, Kustati, and Yustina (2020); Wijaya, Muljani, and Bram (2020); Mauliddiyah, Munir, and Mustofa (2020); Puspawati (2018); Yulyana (2015); Imelwaty (2017); Afriani (2020); Sari and Sari (2019)

It is worthy of attention to be underscored here that both Indonesian EFL teachers and learners put a higher degree of reverence toward the further incorporation of code-switching to promote more meaning-making second language teaching-learning encounters. Relying on this first major theme, it can be postulated that the appropriate utilization of the first language in the target language classroom contexts will potentially create a more holistic teaching-learning atmosphere in which the robust, positive, and intimate solidarity were strongly entrenched among learning community members. This line of argument is inextricably interrelated with the major findings generated by previous code-switching studies. In the first study, Suganda, Loeneto, and Zuraida (2018) encourage Indonesian EFL teachers to implement their first language in line with the ongoing second language classroom contexts they are currently facing to infuse more meaningful teaching-learning dynamics and induce more positive interactions between teachers and learners. In another relevant study, Siddiq, Kustati, and Yustina (2020) prompt Indonesian EFL teachers to apply an adequate amount of the first language used to provide more supportive second language learning assistances and explicate particular difficult learning conceptions clearly for learners. In an identical stream, Wijaya, Muljani, and Bram (2020) also uncover that Elementary EFL teachers are more liable to make use of their first language while teaching young learners to fully embody more transformative teaching-learning enterprises where all learners experience more exhilarating second language acquisition dynamics.

In consonance with the above-explained influential positive impacts potentially promoted by the appropriate use of code-switching, it is also worth noting in this section that the influx of the first language can also transform Indonesian EFL

learners into more proactive learning participants, critical thinkers, and outgoing academic figures due to the enjoyable second language learning dynamics commission learners to accomplish the targeted language learning tasks through the inducement of meaningful interactions established with their learning companions. This line of perspective is in harmony with the major findings of prior code-switching study plied by Mauliddiyah, Munir, and Mustofa (2020) unveiling that Indonesian EFL learners are capable of raising varied critical inquiries bravely to both teachers and other learning counterparts as well as developing their social competencies through the proactive engagement of open-ended group discussions in the light of code-switching strategy. In a similar trajectory, it can also be parsed that the use of the first language also allows Indonesian EFL teachers to cogently ingrain such an insistent second language learning scaffolding for all learners who are still inhabiting in developing levels by ascertaining that there should be a mutually intelligible classroom communication taking place between teachers and learners, which in turn, affect the overarching language learning engagement. Puspawati (2018) advocated Indonesian EFL teachers constantly nurture the second language learning justice between proficient and developing language learners by adequately scaffold them with a fair amount of their first language into the targeted classroom learning enterprises. In the same way, Afriani (2020) also suggested Indonesian EFL teachers utilizing their first language functioned to buttress both pedagogical and affective states forming in their second language classroom vicinities such as activating learners' active learning participation, expounding elusive addressed learning materials, and strongly supporting low-proficient learners to make a striking second language learning competencies advancement as those who are proficient.

Table 2: The Judicious Utilization of Code-Switching is an Indispensable Action to be Embodied in Second Language Learning Circumstances in order to Improve Indonesian EFL Learners' Target Language Proficiency into The Utmost Levels

Theme 2	Authors
The Judicious Utilization of Code-Switching is an Indispensable Action to be Embodied in Second Language Learning Circumstances in order to Improve Indonesian EFL Learners' Target Language Proficiency into The Utmost Levels	Kustati (2014); Fathimah (2016); Masna (2020); Zainil (2019); Cahyani, Courcy, and Barnett (2018); Nurhamidah, Fauziati, and Supriyadi (2018); Muslim, Sukiyah, and Rahman (2018); Khaerunnisa (2016); Zainil (2017); Rasman (2018); Hanafiah, Mono, Yusuf (2021); Mukti and Ena (2018); Septiyani (2016); Wijaya, Mety, and Bram (2020); Syafrizal, Gailea, and Pratiwi (2019); Yolanda (2020); Annisa, Wahyudin, and Anita (2021); Siregar (2015); Marsakawati (2017); Suteja and Purwanti (2017); Dipta (2020)

It can be observed in greater depth, this second major theme intended to exclaim that the judicious usage of code-switching is an indispensable action to be released in second language learning environments to foster Indonesian EFL learners' target language learning proficiency into the fullest potentials. This exhaustive statement aimed to avow that the suitable and contextual utilization of EFL learners' mother tongue will bring them closer to more fruitful second language learning outcomes attainment since they are capable of understanding the main ideas of imparted learning materials clearly, cultivating their learning endeavor into the highest levels,

and exhibiting their gratifying second language learning performances consistently. All of these beneficial impacts are intimately correlated with the main code-switching research findings revealed by Kustati (2014) discovering that the moderate usage of code-switching will potentially enable learners to gain more profound language learning comprehension, maintaining their second language learning motivation in a long-term trajectory, and performing their best language learning performances continuously. Zainil (2019) also unfold that the precise activation of code-switching will transmit a considerable array of second language learning benefits for EFL learners both pedagogically and affectively like elevating second language learning intentions into the highest interest, fostering more autonomous learning behavior, and forging the target language competencies through some meaningful intensive second language classroom activities.

Interestingly though, the internal utilization incorporated in second language classroom contexts will also bring about a vast array of significant influences for both pedagogical and affective second language learning major objectivities. In the pedagogical stream, the accurate internalization of code-switching will enable EFL teachers to repeat some vague specific learning materials for learners, lead learners to obtain some new words along with expressions discovered in their target language learning dynamics, translate some unfamiliar sentences for learners, elucidate some prior learning misconceptions, and avoid any kinds of miscommunication events. While in an affective area, the activation of code-switching will also allow EFL teachers to manage their classrooms in such a better purpose, ask for learners' assistance, provide more supportive second language learning assistances for learners, address clearer constructive feedback, and uphold more positive rapport with learners. All of these rewarding second language learning merits are in concord with the prior code-switching research findings yielded by Muslim, Sukiyah, and Rahman (2018) revealing that Indonesian EFL teachers having been succeeded in balancing the utilization of the first and second languages promoted greater second language learning assistances for learners both pedagogically and affectively reciprocally enabling them to hone their communicative language competencies confidently and cooperatively work hand-in-hand with their teachers to instill more conducive classroom contexts where all of them strive as well as thrive altogether to achieve satisfying target language learning progression.

Despite the aforementioned advantageous values potentially transferred by the incorporation of code-switching in a wider range of second language learning environments, it is worthwhile for Indonesian EFL teachers to keep at their disposals that the excessive utilization of their first language should continually be reduced whenever they embark on particular second language teaching-learning enterprises to efficiently maximize learners' utmost potentials in harnessing the target language, infuse regular classroom learning behavior to naturally make use of the second language while communicating with other learning community members, and compose more potent learners' second language learning volitions to capitalize on the second language in corresponding classroom regulations. In light of all of these offering neutral solutions, Rasman (2018) figures out that the balanced usage between the first and second languages should be persistently actualized by Indonesian EFL teachers to maximize the targeted second language learning outcomes that should be achieved by all learners through the successful inducement of supportive classroom learning atmosphere. This conception seems to substantiate

the major result of prior code-switching study plied by Hanafiah, Mono, and Yusuf (2021) urging Indonesian EFL teachers to prudently degrade the incorporation of the first language and magnify the implementations of the target language in their multiverse second language learning surroundings to efficiently direct learners to experience more significant language learning betterment. Similarly, Septiyani (2016) also discourages Indonesian EFL teachers to heavily rely on the use of the first language in the target language learning circumstances except for explicating the laborious learning materials or addressing specific classroom learning instructions for learners to transfigure them into more competent second language academicians. The focal point of mitigating the further implementations of the first language in the light of second language learning settings is also endorsed strongly by Wijaya, Mety, and Bram (2020) averring that the equitable internalization of the first and second languages should be the crux of the serious matter Indonesian EFL teachers ponder more conscientiously before implementing the use of code-switching to elude learners from confronting a considerable amount of second language learning obstructions.

Conclusion

In summary, it had been scientifically attested by the prior code-switching studies that the further utilization of the first language should be fully approved by Indonesian EFL experts, practitioners, and educators to supportively facilitate learners' overarching second language learning enterprises, create less-threatening learning circumstances, successfully promote more enjoyable learning environments wherein all learners can foster their target language competencies into the fullest potentials, establish more positive relationships among learning community members, elucidate some specific arduous specific-subject matters for learners, and create more conducive classroom learning atmosphere. In reverse, the judicious usage of both the first and second languages should be ruminated more exhaustively, critically, and prudently before commencing particular second language learning venture to strongly entrench more robust self-confidence, self-belief, and self-management characteristics within Indonesian EFL learners while harnessing the second language through the actual classroom interactions with their learning peers. Put it another way, Indonesian EFL teachers can deliberately select one of these proposed two optional teaching-learning methods in the light of code-switching strategy namely eroding the use of the first language to bring learners to get closer to the full attainment of second language learning outcomes or enact the balanced usage between the mother tongue and the foreign language to give apparent comfort for learners in the pursuance of elevating their target language competencies. Since the results of this current library study cannot be generalized in a wide array of globalized EFL contexts in concord with the presented distinctive socio-cultural, life, and strong-inherent code-switching practices, there is a further call for the future investigation on the issue about the disadvantages of code-switching internalization through other EFL teaching-learning enterprises practiced by other countries' second language experts, practitioners, and educators to address more generalizable, robust, and durable research findings.

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