NAVIGATING THE IMPACTS OF CODE-SWITCHING IN ESP INSTRUCTION: INSIGHTS FROM LECTURERS AND STUDENTS

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Abstract: Numerous studies have been conducted to explore the phenomenon of code-switching. The results of this study carry significant implications for both lecturers and students, particularly in the context of ESP learning at the university level. This research aimed to delve into not only lecturers' perceptions but also students' attitudes and perceptions regarding the use of code-switching in EFL classrooms. Employing mixed methods design, specifically an explanatory sequential design, this study involved one lecturer and sixty students as participants. Data collection instruments included a questionnaire and semi-structured interviews. The findings revealed that the lecturers' code-switching is connected to the content being taught and the tasks being performed. They employ a system of secret codes as necessary. They employ code-switching to enhance communication and learning. Additionally, students had positive attitudes and perceptions toward the use of code-switching in ESP classrooms, as evidenced by the results of the students' questionnaire and semi-structured interviews. The majority of the pupils felt that their instructor's frequent use of code-switching benefited their education. They found that code-switching was crucial in the ESP classroom since it facilitated both teaching and learning. Moreover, it was acknowledged that code-switching can be used to improve their English skills. In addition, they reasoned that code-switching should be permitted in ESP classrooms so that lecturers can better assist their students and keep the lines of communication open between themselves and their pupils.
Keywords: *code-switching; ESP; lecturers' and students' attitudes and perceptions.*

INTRODUCTION

These days, many people are bilingual or multilingual. Code-switching is the use of two or more languages by the same person in a single discourse unit. Code-switching occurs when a speaker who is fluent in two or more languages uses words or phrases from one of those languages in a different language. Code-switching refers to the practice of rapidly switching between two languages, such as English and Indonesian. Code-swapping occurs when one person in a conversation is unable to grasp another speaker's language or culture. Some English professors, for instance, may teach in both English and another language (Walidin & Sulistyawati, 2023)

English as a foreign language in Indonesia poses unique difficulties for students enrolled in ESP programs, a significant number of them frequently combine or mix English and Indonesian when speaking or presenting. This is also influenced by the educational background of students, whose language skills differ accordingly. This is also the reason why Universitas Wijaya Putra students frequently employ a mixture of English, Indonesian, and their own regional languages, given their diverse ethnic and cultural backgrounds. These elements are also the cause of code-switching in English usage to understand the learning process in ESP Classroom.

The field of research known as English for specific purposes (ESP) has expanded. Globalization has made ESP a crucial part of teaching English to speakers of other languages. Learning English as a Second Language (ESP) in Indonesian classrooms is a must. However, understanding ESP concepts did not follow the adoption. Lecturers who teach English as ESP are a type of educator who specializes in imparting information through the medium of the English language. There is a great deal of verbal exchange between professors and students during the teaching and learning process at universities (Eslami & Talebzadeh, 2021). As long as an English class is being taught and learned at Universitas Wijaya Putra, it is not uncommon for lecturers to move between Indonesian and English or English and Indonesian words to explain the content, make ice-breaking, tell a story, or simply engage with their students.

One of the lessons in the materials explains the use of English in various fields from a specialized linguistic perspective. Since ESP materials discuss

the application of English across disciplines, code-switching is inevitable in this field of study. English for a specific purpose (ESP) is a course designed to help students learn the language to fulfill a particular professional or personal goal. Rather than focusing on teaching students the rules of the language, ESP courses tailor instruction to the unique linguistic and cultural needs of their students. Because the goal of ESP is to assess the requirements of a particular class, the instructor is obligated to provide a transparent account of the material being covered (Putri et al., 2020).

There are likely several factors at play when an English professor speaks more than one language or switches languages throughout a class. One possible explanation is the phenomenon of Code-switching, which was discovered by researchers studying ESP. While "yes," "number," and "three" are all English terms, "nak," which means "kid" in Indonesian, is a native tongue. Code-switching, as defined is the use of elements from two languages inside a single statement. This works well with the two languages used in the previous example. In Indonesia, English is taught as a foreign language based on its status as an official language. The students must learn the language because it is one of the school's core topics. In EFL classrooms, lecturers instruct and students learn English with limited use of English in their everyday interactions Since the lecturer and all the students speak the same L1 or native language, there is a propensity for tasks that should be completed in English to be completed in L1 Nation. This is also observed in EFL classrooms in Indonesia, where professors and students frequently switch from English to Indonesian or their native languages or vice versa. Sociolinguists refer to this as code-switching. With the ability to speak multiple languages, code-switching is used as a means to transmit meaning (Junaidi, 2019; Handrayani, 2022; Orfan, 2023). Nevertheless, the competency level of the two languages dictates the language used in classroom interactions and others may utilize code-switching to rephrase their explanation (Suganda & Petrus, 2021).

The phenomenon of code-switching became one component that gained more attention. It is characterized variably as, "the juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems" or "the movement of a speaker to and forth from one linguistic code to another" It is also described as "the act of communicating in another language, aside from the mother tongue" . Nevertheless, it is also defined as "the investigation of an individual's usage of two or more language varieties in the same speech event or exchange" (Novianti & Said, 2021; Walidin, 2023). The sociolinguist, Shana Poplack, noted the phrase code-switching as "the alternation of two languages within a single discourse, sentence or constituent". In sum, it may be concluded that code-switching is the process of rapidly shifting between different linguistic systems, including but not limited to different languages and different dialects within a single language.

Code-switching is a common occurrence in English as a Foreign Language (EFL) classrooms. Multiple scholars have examined code-switching in a variety of settings and communities of speakers. Multiple factors necessitated the adoption of code-switching by educators. Speaking one's native language (L1) in the classroom is more comfortable, straightforward, and communicatively effective than speaking another language (L2), and usage of L2 can be embarrassing, especially for those who are timid or believe they are not fluent in the target language. According to research conducted by Puspawati (2018), the primary motivation for lecturers to engage in code-switching is to aid and facilitate student learning, particularly for low-level students. The majority of the time, lecturers switch registers in the classroom when they are teaching grammar (Ezeh et al., 2022; Mubarok et al., 2021).

Lecturers use code-switching for a variety of purposes, including facilitating knowledge transfer, maintaining order in the classroom, and enhancing rapport and communication with pupils (Puspawati, 2018). It was claimed that in an EFL/ESL classroom, both lecturers and students engage in several activities that require code-switching. Explanations, requests for assistance, mutual aid, self-corrections, transitions between activities, eradication of confusion, absence of familiarity with the English equivalent, verification of comprehension, off-the-cuff conversations, student observations, student instigation, instructor reprimands, grammatical explanations, and blunders. Lecturers employ code-switching to guarantee that their pupils fully grasp course materials and directions. During times of emergency only they change their secret code. Code-switching can help students learn many languages. Lecturers of English as a Foreign Language often move between two or more languages to better deliver their content and explain their subject Lecturers used code-switching to explain idiomatic expressions, ask for definitions of unfamiliar terms, provide directions, and make themselves understood. In most cases,

educators resort to code-switching when they detect student concerns. To make the contact successful, they swap codes and clarify important areas (Rauf, 2017; Novianti & Said, 2021; Imamyartha et al., 2019; Orfan, 2023).

What one person understands or "perceives" may be very different from what another person understands or "perceives," and from reality. Consequently, instructors should utilize L1 effectively and strategically to get the desired results (Wiguna and Adriyanti, 2022). In the end, Sastra and Adriyanti found that adopting L1 in English classrooms had no detrimental effects on either the lecturers or the students. In addition, he stated, "Using learners' first language can be used as a technique to enable the students to acquire a foreign language effectively and practically". Then, it was discovered that switching from English to L1 is favored by students since it improves their ability to follow along and contribute in class. Students preferred English only when the lecturer was providing test instructions, when students received test results, and when grammatical ideas were being taught. Furthermore, the majority of students held the view that in a variety of contexts, both instructors and students may benefit from making the most of their L1 in communicating with one another (Suganda & Petrus, 2021; Walidin, 2023)

Students preferred the use of code-switching and felt that it would facilitate simple course comprehension if implemented educators share students' belief that code-switching can be a viable communication method for overcoming challenges students have when learning English in the classroom. Students' views on code-switching in English as a Second Language or English as a Foreign Language classrooms tend to be favorable or indifferent. They reasoned that if lecturers spoke to them in their native language when explaining complex topics, they would be better able to grasp the material. More importantly, both educators and students saw code-switching as a positive aspect of classroom discourse (Putri et al., 2020; Wijaya, 2021; Wiguna and Adriyanti, 2022; Fatsah & Purnama, 2022).

Although numerous studies have been undertaken on the topic of code-switching, further studies are needed to examine the prevalence of code-switching among Indonesian English as a Foreign Language (EFL) lecturers and students. The purpose of this study was to examine the phenomenon of code-switching in English as a Foreign Language (EFL) classrooms, specifically to learn about lecturers' attitudes and perceptions toward code-switching in EFL classrooms, including their overall perspectives on code-switching and the reasons they use code-switching, as well as students' attitudes and perceptions toward code-switching in EFL classrooms, including their attitudes and judgments concerning the usage of code-switching by lecturers and the findings of this study have major implications for the EFL classroom since they can encourage lecturers and students to think about the possibility of code-switching (Yang, 2020; SMA & SMK, 2020; Dewi, 2021).

METHOD

This study used a combination of research approaches to fill in the gaps in our knowledge (explanatory sequential mixed methods design). Both qualitative and quantitative information were gathered for this study. The qualitative findings here supplement and provide context for the quantitative findings (Ary et al., 2014). The study used a quantitative methodology to collect data on how students felt about code-switching in an ESP setting. Also, the researcher used a qualitative approach to learn how both educators and students felt about the implementation of code-switching in ESP classrooms.

This study was carried out on students of the Psychology Faculty – Universitas Wijaya Putra, Surabaya - Indonesia. Three lecturers and students in the Psychology department were the sample. These people speak Indonesian as their first language. Furthermore, Javanese is spoken as a second language. The age of students ranges from 20 to 25 years. They started learning English at a young age, and now it is one of the moments where they study ESP in a field of study that is being pursued in college, especially in the psychology faculty. Twenty-four ESP students were given a questionnaire designed to elicit their thoughts on the topic of code-switching in class. To gain a deeper understanding of the quantitative results, the researcher decided to interview four of the twenty-four students who were given a questionnaire. We interviewed students and lecturers to get their views on code-switching in ESP classrooms.

Questionnaires and semi-structured interviews were used to collect data for this study. Student opinions about the suitability of code-switching in ESP classes were collected through the use of a questionnaire, which was distributed to twenty-four students. The questions are modified from those originally found in Orfan (2023). We will find eleven components in total in two different sections. The first part of the survey consisted of six questions designed to measure students'

opinions on the topic of code-switching among ESP lecturers. The second part, consisting of five questions, investigates students' perspectives on their ESP lecturer's justification for using code-switching in the classroom. Respondents were given a four-point Likert scale to rate their responses, from "strongly agree" to "disagree". In addition, semi-structured interviews were used to collect data on lecturer and student perspectives on code-switching in ESP classrooms, including student reactions and understanding of their instructor's use of strategies and lecturer justifications. Johansson's questionnaire was used as a source for interview questions. The semi-structured interview included the lecturer and the students

Quantitative and qualitative methods of analysis were used on the data collected for this study. Descriptive statistics were used to conduct a numerical analysis of the questionnaire data to determine the distribution of the respondents' opinions. In contrast, qualitative analysis was performed on the interview data.

RESULTS AND DISCUSSION

The information gathered in this study comes from the questionnaires and interviews conducted. To get at the answers to the research questions, we employed both the questionnaire and the interview. The results describe the perspectives of both lecturers and students on the usage of code-switching in EFL classrooms.

The perceptions of lecturers concerning the use of code-switching in ESP Classroom
Following are the results of the lecturers' responses to the interview conducted by the researcher. The results summarize the attitudes of lecturers towards the use of code-switching in ESP classrooms, including their general views on code-switching and their reasons for utilizing code-switching in ESP classrooms.

General views on code-switching by the lecturers
The lecturer's overarching perspective on code-switching was summarized as follows:

> "Code-switching is an unpredictable time in which we communicate in one language and then switch to another." (T1)

> "We spontaneously and instinctively swap the code when we are conversing, without thinking about it." (T2)

The lecturers who were polled about their views on code-switching in ESP classrooms overwhelmingly said they avoided it wherever possible. They stressed the significance of utilizing English whenever possible.

> "When I teach in English, my pupils will be forced to utilize English, as one of the professors put it. However, when I speak in full English, my students have trouble following along, so I transition to Indonesian to aid them." (T2)

Other lecturers chimed in:

> "When I speak full Indonesian, I feel something strange; I am an English instructor, and yeah, at least the opening and closing are done in English." (T1)

The reason for using code-switching in esp classroom by the lecturers'
The lecturers' expression of when and why they move between codes revealed that lecturers' code-switching is connected to the content of lessons and the nature of classroom activities. They employ code-switching to help their pupils better grasp the material being presented and to improve the efficiency of their instruction. One of the lecturers' said:

> "When my students do not understand what I say, I employ code-switching to make it simpler for them to understand." (T2)

The lecturer employs code-switching in their grammatical instruction as well. According to the first lecturer:

> "There are sections where I utilize Indonesian to describe the structure of the language and provide English examples to help students learn." (T1)

Other lecturers shared similar sentiments:

> "Using a mix of Indonesian and English while discussing grammar with her pupils because their linguistic abilities vary." (T2)

Lecturers frequently transition between languages while giving students directions. The pupils are more engaged and attentive.

> "When I speak to them in Indonesian or Javanese, as one of the educators put it. I've had a few people ask me, "Gimana tadi Bu?" while I've used full-fledged English." [Ma'am, may I ask what you're saying?] (T1)

Lecturers also resort to code-switching when attempting to shed light on more esoteric concepts

and novel vocabulary.

> "If I need to explain a conceptual term, I'll use Indonesian, as one of my professors put it." (T1)

Another lecturer echoed this sentiment, saying

> "I will use Indonesian to explain unfamiliar English terms to her class if and when they prove unable of grasping them through the medium of instruction. If I switch to Indonesian, they should understand better." (T2)

Students' attitudes and perceptions towards the use of code-switching in ESP classroom

Hereby the researcher reports on the student's responses to the survey and interview. Students' impressions of code-switching in the ESP classroom are described by the interview results, while their attitudes are described by the questionnaire results. The first section reveals how students feel about their ESP lecturers' usage of code-switching, while the second section discusses how students feel about their lecturers' justifications for employing code-switching in the classroom.

The attitudes and perceptions of the students about the usage of code-switching in the ESP classroom

All of the participants who were interviewed and the majority of those who filled out the survey expressed approval of lecturers' use of code-switching in ESP Classroom. Using code-switching as a negative effect on students' learning was rejected by the majority of students (87.5%). To put it another way, they thought their lecturers' use of code-switching aided their education. There was a comment from one of the students:

> "The ability to transition between several language systems is a powerful tool for educators looking to improve their relationships with their students. It will unquestionably have a constructive effect on students' acquisition of the English language." (St1)

Other students added that:

> "Having a lecturer that switches between several languages helps the class as a whole to better grasp English. In addition, it ensures that students enter the classroom with clear expectations regarding the material to be covered." (St2)

As can be seen in the table, a very high percentage of students (91.67%) agreed with the assertion in item 2 that code-switching facilitates both teaching and learning. A student put it this way:

> "If a lecturer employs code-switching, not only will their students be more receptive to learning English, but the process of teaching and learning will be facilitated overall." (St4)

In addition, a different student remarked,

> "Students benefit from code-switching since it allows them to feel more at ease while learning." (St3)

The table shows that 87.50% of the students agree that code-switching is crucial when learning English as a foreign language. A student raised the following point:

> "It is common knowledge that lecturers often transition between different languages when communicating with their pupils. The use of codeswitching is, thus, crucial, and not just for piquing pupils' interest in studying English." (St1)

Another student chimed up with a similar response:

> "No one here disputes that English is the language most of us speak well, but students' levels of English proficiency vary widely. Codeswitching is crucial in the English as a Foreign Language classroom since there are pupils whose comprehension is adequate and those who are still struggling." (St2)

The survey also found that 95.83% of students agreed that code-switching is a viable strategy for enhancing one's command of the English language. There was a comment from one of the students:

> "An educator who uses code-switching in classroom interactions (such as during discussions or quizzes) is more likely to see an uptick in student engagement and retention in their English classes." (St1)

Another student said:

> "Code-switching should be employed to help kids learn English without getting their heads mixed up." (St2)

And as can be seen from the data, Item 5 on the list, "Using code-switching in the classroom lowers the opportunity to use English," was rejected by 75% of the class. In other words, the

majority of them believed that switching between languages gave them more opportunity to communicate in English, to quote one of them:

> "Since we know that code-switching piques students' interest in the target language, we may expect them to make an effort to participate in classroom discussions when it is implemented." (St1)

Another student echoed this sentiment, stating that:

> "The practice of code-switching can help pupils gain new perspectives, simplify the process of learning English, and expand their vocabulary. That plethora of benefits will undoubtedly lead to more opportunities to communicate in English." (St2)

In addition, regarding the statement in item 6, 100% of the students assumed that the lecturer should be allowed to employ code-switching. They made a statement along these lines:

> "Code-switching is an efficient method of learning English that can help pupils become more fluent speakers, in my opinion. So, it should be used by the educator." (St3)

Another student echoed the same sentiments, saying:

> "Code-switching should be allowed in the classroom since it allows lecturers to better communicate with pupils and help those who are having difficulty with English." (St1)

The attitudes and perceptions towards the lecturers' reasons for using code-switching in ESP classroom

The students' opinions on the lecturers' justifications for code-switching in EFL classrooms are shown in Table 2. The majority of students (95%) believe their lecturers use code-switching when instructing them, while 75% believe it is used when trying to inspire them, 70% believe it is used when trying to maintain order in the classroom, and 65% believe it is used when testing students' comprehension. One student's response to a question on how they felt about their professors' use of code-switching to translate abstract phrases was:

> "I think it's intriguing since not all kids can immediately understand if there are abstract words." Code-switching, on the other hand, helps students easily grasp such esoteric

terminology. (St4)

Another student said:

> "I strongly agree since abstract concepts demand more knowledge, and it will be great if the lecturer explains those words via code-switching." (St3)

In addition, one student commented on how they felt about their lecturers' justification for code-switching during instruction:

> "I think the usage of code-switching to convey instructions is preferable than directly giving instructions in English without clarity in Indonesian." When the lecturer uses a variety of codes, it helps students understand what they're being taught. (St2)

Another student agreed with the use of code-switching to communicate instructions, saying something along those lines:

> Instructions given solely in English may be lost on some students. (St1)

One student addressed how students view their lecturers' rationale for employing code-switching to inspire them, saying:

> "Using code-switching to excite students can make them more passionate, but it also depends on the way the lecturer presents it." (St1)

A second student said:

> "Sometimes, in encouraging students to use English is not efficient since students find it difficult to assimilate the reason presented, thus employing code-switching will undoubtedly be highly useful in motivating students.

Another student added:

> "It is natural if the lecturer utilizes code-switching in managing the class," when asked about how the students felt about the lecturer's rationale for code-switching in the classroom. It will force pupils to act more quickly. (St.4)

Similarly, another student echoed the idea that code-switching may be used to improve classroom management by encouraging pupils to respond more quickly.

> "The use of code-switching to test students' comprehension is acceptable, but it would be preferable if it were done in English so that

pupils become accustomed to hearing it." (St2).

When discussing the students' perspectives of the lecturer's rationale for using code-switching to check students' understanding. One more student echoed this sentiment, saying:

> "Code-switching is a more convenient method of assessing student comprehension. However, it must initially be accomplished in English." (St3)

The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature. In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion correspond to the results, but do not reiterate the results. Often should begin with a summary of the main scientific findings (not experimental results).

The purpose of this study was to inquire into the prevalence of code-switching in the ESP classroom. It investigated both the lecturers' and the students' perspectives on code-switching in ESP classrooms.

Considerations of usage code-switching by EFL lecturers

Lecturers' attitudes on students' usage of code-switching in English as a foreign language classroom were explored through a semi-structured interview with two ESP lecturers. The interviewees' responses suggested that in their ESP classes, lecturers avoided code-switching whenever possible. They stressed the significance of using just English in the ESP classroom, as English is the intended medium of instruction. When pupils express a preference for using only one language, such as Indonesian or English, lecturers will move to a different code. They employ code-switching to improve instruction and student retention. Lecturers use code-switching to make complex concepts clearer for their students and to confirm that they have internalized the information they have tried to express. Lecturers understood the importance of utilizing Indonesian to explain instructions for all students, but particularly for those with lower skill levels, to ensure that all students could fully engage in the lesson.

In line with the findings of Teklesellassie & Boersma (2018) and Orfan (2023), this study indicated that educators generally see code-switching favorably in the classroom. As long as L1 aids in communication and comprehension,

both lecturers and students should feel free to make effective use of it. Similarly, Wiguna (2022) and Hazaymeh (2022) found that lecturers use minimal code-switching in their daily interactions with students. Code-switching occurs when lecturers switch between their native language and English to better communicate with their students. Many learners would prefer to hear grammar lessons delivered in Swedish instead of English (Wiguna and Adriyanti, 2022). In addition, Mahdi's study found that educators generally approve of students' use of code-switching strategies in the classroom. The instructors will occasionally switch to a different code as necessary. They employ it mostly to aid low-level students. When teaching challenging material, instructors should provide L1 explanations wherever possible. Lecturers are supportive of code-switching,, as the practice streamlines language learning and benefits pupils in numerous ways. They found that lecturers intentionally employ code-switching to help their pupils better grasp what they are learning, rather than due to a lack of English fluency on their part. On the other hand, Mahdi and Almalki's (2019) study found that lecturers view code-switching negatively since it gives pupils fewer opportunities to practice their English. Although educators have a dim view of code-switching, they use it for a variety of purposes, including scaffolding students' learning and making complex concepts more approachable (Mahdi & Almalki, 2019; Helmie et al., 2020; Wirhayati & Safitri, 2020).

The results of this study also showed that lecturers' code-switching is connected to the content being taught and the tasks being performed. They employ a system of secret codes as necessary. They employ code-switching to enhance communication and learning. Lecturers frequently move between several languages when speaking to their classes. This is done for a variety of reasons, including improving students' comprehension of instructions, grammar lessons, and the definitions of unfamiliar or abstract terminology. Code-switching aids student participation and attention by making it easier to understand what is being said. Low-level pupils may struggle to understand and follow directions when just English is used. Indonesian is used to describe the grammar structure, while English is used to provide instances. The majority of the class favored learning Indonesian instead of English in this case. Changing to Indonesian can help pupils improve their grasp of grammar. When describing the meaning of a new word or an abstract term, the professors also transition to

Indonesian. The purpose of this is to ensure that all students in the class fully grasp the meaning of each term (Desliyanah, 2021; Utomo, 2022; Guo, 2023). The lecturers commonly engage in code-switching when instructing students on grammatical rules. When teaching grammar, they often switch to Turkish because students have trouble understanding the concepts and topics being discussed in English. The first language is appropriate for use by EFL lecturers when explaining grammar to their students. Thus, lecturers use code-switching during teaching and when translating unfamiliar language. To better serve their students, they begin speaking Chinese with them. Furthermore, Hafound that lecturers use code-switching to help their pupils better comprehend the specific topics or products they are being taught (Fatsah & Purnama, 2022).

How learners view and respond to code-switching in the ESP classroom
Most participants who were given the questionnaire and all selected participants who were interviewed had positive attitudes and perceptions towards the use of code-switching in ESP classrooms, as evidenced by the results of the students' questionnaire and semi-structured interview. The majority of the pupils felt that their instructor's frequent use of code-switching benefited their education. They found that code-switching was crucial in the ESP classroom since it facilitated both teaching and learning. In addition, they acknowledged that code-switching can be used to improve their English skills. In addition, they thought that switching between languages gave them more chances to communicate in English. They reasoned that since code-switching is employed in ESP classrooms to help lecturers and students communicate more effectively, it should be permitted in such settings.

This study's findings are consistent with those of Fatsah who found that children responded well to lecturers' usage of code-switching (Elias, 2022; Fatsah & Purnama, 2022). The students demonstrated a favorable disposition toward (L1) for limited and specialized reasons in the EFL classroom. Students in an English as a Foreign Language class thought that English should be used most of the time, but they also thought that professors could need to switch to the students' L1) for various reasons and objectives. As Rauf (2017) discovered, Pakistani students have a generally favorable outlook on code-switching because it serves their needs (Rauf, 2017). In addition, Suganda et al. (2018) found that instructors and students alike see code-switching favorably in the EFL classroom, likely because it facilitates more natural conversation between classmates. They considered code-switching to be a potentially useful tool in the classroom. However, Mauliddyah (2020) found that even if code-switching was seen as a teaching and commanding tool, both lecturers and students expressed negative sentiments toward its overuse in the classroom (Mauliddiyah et al., 2020).

As for how students feel about their lecturers' motivations for code-switching in the ESP classroom, many of them said that their lecturers mostly utilize it to translate abstract words, deliver directions, and motivate students. The pupils fully support the lecturers' justification for resorting to code-switching when attempting to convey conceptual meaning. They reasoned that by employing code-switching, the pupils would be better able to grasp such esoteric terminology. In addition, when asked why their lecturers alternate between languages when instructing, pupils said they liked it since it was clearer than just speaking English. When asked about their thoughts on why th;;eir professors use code-switching to inspire them, students said that, yes, it can make them more enthusiastic, but it also relies on how their lecturers convey or deliver the motivation. Students also underlined that lecturers should speak English as much as possible so that their students can become used to hearing the language.

This study's findings are consistent with those of Bhatti et al (2018) and Portolés & Martí (2018), who found that lecturers frequently transition between different languages when instructing their students on topics like grammar, elaborating on abstract notions, and restating basic procedures. They employ code-switching to assist students in overcoming language barriers (Bhatti et al., 2018)

CONCLUSION
The purpose of this study was to examine the phenomenon of code-switching in English for Specific Purposes (ESP) classrooms, specifically to learn about lecturers' attitudes and perceptions toward code-switching in ESP classrooms, including their general views on code-switching and their reasons for using code-switching, as well as students' attitudes and perceptions toward code-switching in ESP classrooms, including their attitudes and perceptions towards the lecturers' use of code-switching and the results of this study are the information gleaned from the questionnaires and interviews conducted for it. The research questions were aimed to be answered through the use of both a questionnaire and an interview. The interviews with instructors revealed that when

teaching English as a foreign language, educators make an effort to use as little code-switching as possible. They stressed the significance of using just English in the ESP classroom, as English is the intended medium of instruction. The instructors engage in code-switching at times and for reasons of their choosing. Depending on whether the kids are more interested in speaking Indonesian and English together or only Indonesian, they will switch up their code. Code-switching is a technique used by educators to convey information, provide guidance, clarify grammar, and clarify the meaning of unfamiliar or abstract terms.

Moreover, the results from the students' questionnaire and semi-structured interview significantly support the idea that most participants who were given the questionnaire and all selected participants who were interviewed have good attitudes and perspectives towards code-switching in ESP classrooms. The majority of students surveyed felt that switching between languages helped their education. In addition, they acknowledged that code-switching can be used to improve their English skills. In addition, they reasoned that code-switching should be permitted in ESP classrooms so that lecturers can better assist their students and keep the lines of communication open between themselves and their pupils. To learn more about code-switching in Indonesian EFL courses, a further empirical study is needed with a greater number of participants. It is suggested that more extensive studies be carried out with larger samples to produce more trustworthy and accurate results. In addition, researchers can examine how other variables, such as gender, English ability, teaching experience, and individual variations, are related to code-switching.

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