

**Understanding Multilingualism and Code-Switching Among English
Department Students Across Home, Campus, and Social Media**

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ABSTRACT

This study investigates multilingualism and code-switching practices among English Department students across three communication domains: home, campus, and social media. Students in Indonesia regularly interact in multiple languages, Indonesian, English, and regional languages yet limited research explores how these linguistic resources are managed across different social contexts. This study aims to describe (1) how students employ multilingualism and code-switching in their daily communication, and (2) what factors influence their language choices across these domains. Using a descriptive qualitative design, data were collected through open-ended questionnaires and semi-structured interviews with undergraduate English Department students. Participants were selected through purposive sampling, and data were analyzed thematically to identify recurring patterns of language use and switching functions. Findings reveal that students display domain-dependent multilingual behaviour. At home, regional languages and Indonesian are dominant due to family norms and cultural identity. On campus, Indonesian is primarily used for peer interaction, while English appears in academic tasks and lecturer communication. On social media, students frequently mix Indonesian and English for stylistic purposes, identity expression, and wider audience engagement. Code-switching functions include clarifying meaning, maintaining conversational flow, expressing identity, and adapting to interlocutors. Language choice is further shaped by context, topic, proficiency, and social relationships. Overall, the study shows

that students use their linguistic repertoire flexibly rather than separating languages into fixed systems. These findings contribute to understanding multilingual behaviour in higher education and highlight code-switching as a meaningful communicative strategy in academic and digital contexts.

Keywords: Multilingualism; Code-Switching; Language Practices; Sociolinguistics

INTRODUCTION

In multilingual countries such as Indonesia, the dynamic use of multiple languages plays a pivotal role in everyday interactions. English department students, in particular, frequently navigate between Indonesian, English, and local languages, depending on the setting, interlocutors, and their communication goals. However, their code-switching behaviour is not arbitrary; rather, it is a deliberate and context-driven linguistic practice shaped by social relationships and situational needs. García and Wei (2014) argue that multilingual individuals employ an array of interrelated linguistic competencies, which allow them to select and combine languages in meaningful ways to convey their intended message. This view conceptualizes multilingualism as an adaptive and dynamic practice, where speakers do not merely switch between isolated languages but rather integrate their linguistic resources based on the communicative demands at hand.

This research perspective underscores the importance of understanding how multilingual individuals employ their language skills flexibly, taking into account not only linguistic competence but also sociocultural context and communication strategies. This is especially relevant for university students, where the active use of multiple languages becomes second nature, enabling them to navigate various contexts with greater precision and efficacy. Such behaviours illustrate the students' heightened sociolinguistic awareness, shaping how they adapt to their academic, social, and personal environments.

Studies in Indonesia support this notion, illustrating how multilingualism is deeply ingrained in the student experience. For instance, Yusuf (2024) found that students in Makassar frequently engage in code-switching as a means to articulate their thoughts and maintain fluency in conversations. In classroom settings, code-switching is not merely a communicative tool but an essential pedagogical resource. Research by Khatimah et al. (2023) and Yacub et al. (2025) has shown that students frequently alternate between English and Indonesian to improve comprehension, enrich their vocabulary, reduce anxiety, and foster greater interaction with their professors. Beyond the classroom, multilingual practices are equally prevalent in the digital realm. Research by Nur'aini and Fitriana (2024) highlights the prominence of code-switching between English and Indonesian on social media platforms. Here, students employ multilingual strategies to reflect their identity, adapt to evolving online trends, and enhance the style and creativity of their posts.

Although those existing studies have underscored the role of multilingualism and code-switching in various contexts, that is academic, familial, and digital, there remains a significant gap in research that specifically examines how English language students navigate and adapt their linguistic practices across these interrelated environments. While the studies have addressed multilingual behaviour within isolated settings, few have explored the intersection of home, campus, and social media, and how these contexts influence language choices and code-switching patterns simultaneously. Therefore, this research is timely and crucial, as it seeks to bridge this gap by exploring how English department students engage with multilingualism and code-switching across these three interconnected contexts.

In relation to the abovementioned objective, this study will address two primary questions: (1) How do English language students navigate multilingualism and code-switching at home, on campus, and on social media? and (2) What are the underlying factors influencing their language choices and code-switching patterns across these settings? By answering these questions, this study aims to provide valuable insights into how multilingual individuals adapt their language skills across diverse social settings, contributing to ongoing debates in sociolinguistics, language education, and digital communication. Additionally, the research offers novel perspectives on the interplay between language, identity, and technology in the context of Indonesia's rapidly evolving sociolinguistic landscape.

LITERATURE REVIEW

Multilingualism

Multilingualism refers to the ability of individuals to use more than one language effectively in various situations, adapting their language use to meet different communication needs and goals. García and Wei (2014) highlight that multilingual speakers possess a range of interrelated language skills, which enable them to flexibly draw on multiple languages depending on the context. Multilingualism is not just a matter of linguistic proficiency but also involves the strategic application of languages in different social settings, such as at home, in academic environments, and online. In addition to linguistic competence, multilingual speakers also employ a diverse vocabulary, carefully selecting linguistic elements from multiple languages to fit their communicative needs. As Yusuf (2024) observes, the ability to choose and blend languages according to context is integral to effective communication in multilingual environments. Gendroyono (2023) argues that multilingualism is closely tied to social interactions and context, emphasizing that language choices are not random but are influenced by social roles and situational demands.

The increasing prevalence of digital communication has further transformed multilingual practices. In online spaces, speakers often mix languages creatively to express their identities, participate in online culture, and strengthen their social

presence (Nur'aini & Fitriana, 2024). This innovative use of multilingualism allows speakers to engage with digital trends and reflect contemporary cultural values, making it an essential feature of modern communication. In summary, multilingualism is a dynamic and flexible practice that enables speakers to navigate various social spheres. It reflects not only linguistic proficiency but also the ability to adapt and strategically use languages based on the environment and social relationships.

Code-Switching

Code-switching refers to the practice of shifting between two or more languages during communication, often to clarify meaning or facilitate understanding. Khatimah et al. (2023) define code-switching as a deliberate shift between languages that enhances comprehension and communication, particularly in multilingual settings. In academic contexts, students frequently engage in code-switching to understand new vocabulary, clarify instructions, or interact more effectively with instructors (Yacub et al., 2025). Beyond its practical functions, code-switching also serves social and pragmatic purposes. Gendroyono (2023) suggests that multilingual individuals use code-switching to assert social closeness, reduce communication anxiety, or navigate complex interactions. In particular, students use code-switching to maintain fluency and comfort during conversations, especially in environments that demand both academic and social engagement.

On social media platforms, code-switching takes on a stylistic dimension, allowing users to emphasize certain ideas, create humor, or express aspects of their identity. As noted by Nur'aini and Fitriana (2024), students often alternate between English and Indonesian in their posts and comments, not just to communicate, but to reflect personal identity, adapt to online trends, and participate in global conversations. This form of code-switching is indicative of a larger trend where language choices are fluid and context-dependent. In essence, code-switching is a planned and strategic linguistic behaviour that occurs across multiple domains, such as academic settings, social interactions, and digital communication. It is a means for multilingual individuals to navigate complex social landscapes and enhance their communication in diverse environments.

Domains of Multilingual and Code-Switching Practices

Home Domain

Language choice at home is deeply influenced by family norms, regional traditions, and emotional comfort. According to Yusuf (2024), students frequently use a mix of Indonesian and local languages at home, with occasional insertion of English for emphasis, humour, or to reference academic topics. The home domain, therefore, reflects a more relaxed and emotionally driven form of multilingualism, where language choices are influenced by familial bonds and cultural familiarity.

Campus Domain

At universities, the use of multilingualism and code-switching is particularly prominent in academic settings. Research by Khatimah et al. (2023) and Yacub et al. (2025) demonstrates that students and instructors often switch between English and Indonesian to facilitate understanding of complex concepts, enhance vocabulary acquisition, and maintain engagement in the classroom. Code-switching in academic environments serves both educational and social functions, enabling students to bridge linguistic gaps and build stronger connections with peers and professors.

Social Media Domain

The use of multilingualism in online spaces introduces a unique set of dynamics. Social media platforms, such as Facebook, Twitter, and Instagram, encourage spontaneous and creative language mixing. As Nur'aini and Fitriana (2024) observe, students frequently combine English and Indonesian in captions, comments, and digital conversations. This practice is not only practical but also serves as a means of self-expression, identity construction, and participation in global digital culture. The fluid nature of code-switching in digital communication allows students to adapt their language use to fit the informal and often playful tone of online interactions.

In conclusion, the study of multilingualism and code-switching reveals the complex and context-dependent nature of language use across different domains. At home, language choices are influenced by emotional comfort and cultural norms; on campus, multilingualism facilitates academic understanding and social interaction; and on social media, it serves as a tool for self-expression, identity construction, and participation in digital culture. These variations underscore the adaptability and strategic nature of multilingual behaviour, as speakers tailor their language use to meet the demands of each specific context. By examining how multilingualism and code-switching manifest across these diverse domains, this research aims to contribute to a deeper understanding of the ways in which language choices reflect social roles, cultural identities, and communicative needs in contemporary multilingual societies.

METHOD

Design and Sample

This research utilized a descriptive qualitative approach, which is particularly well-suited for capturing and analyzing the natural dynamics of language use in real-life settings. The goal of this approach is to explore phenomena in their naturally occurring contexts without manipulating variables, thereby providing a detailed understanding of the subjects' experiences, behaviours, and interactions. Descriptive qualitative research allows for an in-depth exploration of how

individuals engage in multilingual practices and code-switching across different domains of their lives, such as at home, on campus, and on social media (Creswell, 2014). By adopting this approach, the study sought to observe and describe the spontaneous multilingual behaviours that arise in these environments, focusing on students lived experiences and the sociocultural factors influencing their language choices (Merriam, 2009).

The participants in this study were active undergraduate students from the English Department, selected through purposive sampling. This sampling method allowed the researchers to identify individuals who met specific criteria relevant to the study's focus. The selection criteria included students who were enrolled in the English Department, possessed proficiency in English, and regularly used Indonesian or a local language in their daily communication. Additionally, the participants had to be active users of language across various domains: within their home environment, on campus, and through social media platforms. This sampling strategy ensured that the participants' multilingual experiences would provide rich data for understanding the nuances of code-switching and language use across different contexts (Patton, 2015). The purposive sampling approach helped ensure that the data captured would be relevant to the research questions and reflective of the participants' multilingual practices.

Instruments and Procedures

To collect data, this study employed two primary instruments: an open-ended questionnaire and semi-structured interviews. The open-ended questionnaire was designed to gather detailed responses about the students' multilingual practices, including the languages they used at home, on campus, and on social media. By providing open-ended questions, the questionnaire allowed participants to share their experiences, perceptions, and reasons for engaging in code-switching, offering insights into the factors influencing their language choices. The questions were tailored to address the two main research questions, which were centered on students' language practices and the reasons behind their code-switching behaviour.

In addition to the questionnaire, semi-structured interviews were conducted to deepen the understanding of the students' language practices. These interviews allowed for more personalized and in-depth exploration of the factors influencing multilingual behaviour. Interview questions were designed to probe further into students' reasons for switching languages, the impact of context and interlocutors on their language choices, and the social motivations behind their multilingual practices. Examples of key interview questions included: "What languages do you usually use at home, on campus, and on social media?" and "What factors influence your decision to switch between languages in specific situations?" The interview data, recorded with participants' consent and transcribed for analysis, were used to complement and enrich the findings from the questionnaires, providing a fuller picture of students' multilingual behaviours and the social dynamics that shape their language use (Seidman, 2013).

Data Analysis

The analysis process included a thorough reading of the responses to identify recurring patterns and significant variations in participants' multilingual practices across the three domains: home, campus, and social media. This thematic coding allowed for a detailed examination of the students' language behaviour, revealing not only linguistic preferences but also the social and cultural factors at play in their language choices. The next step involved interpreting the coded data to develop a deeper understanding of the underlying motivations behind the multilingual practices. The researchers looked for connections between the themes and considered how factors such as family background, academic environment, and digital culture shaped students' multilingual experiences. In addition, the analysis focused on understanding how students' language choices were influenced by their social relationships, communication goals, and the specific demands of each environment. This process of data analysis was aimed at generating a comprehensive and insightful description of how students engage with multiple languages in different contexts, highlighting both individual and shared practices across the participant group (Braun & Clarke, 2006).

RESULT AND DISCUSSION

The findings of this study are presented based on the analysis of data collected through open-ended questionnaires, semi-structured interviews, and observational evidence across three communication domains: home, campus, and social media. These three sources of data collectively reveal how English Department students engage in multilingual practices and code-switching in their daily interactions and what factors influence their language choices. The narrative below integrates all three data types to answer both research questions.

Multilingual Practices Across Domains

Use of Languages in the Home Domain

Across participants, the home domain is characterized by strong use of regional languages combined with Indonesian. Students reported that they primarily communicate with family members using their ethnic languages because these languages reflect familial identity and daily habits. Indonesian is used only when regional languages do not fit the context or when speaking with family members who prefer Indonesian. This finding is consistent with interview data:

“At home, I mostly use two regional languages: Lamaholot and Nagi. Because they're the languages of my mother's and father's villages, I'm used to using both in my daily life.”

(Extract 1, WN, December 8, 2025).

“My main language is Maluku, so when I'm at my boarding house or at my family's house, I use Maluku mixed with a little Indonesian.”
(Extract 2, CAR, December 8, 2025).

Language Use on Campus

On campus, students predominantly use Indonesian, especially in interactions with peers from diverse ethnic and linguistic backgrounds. Many participants also incorporate Makassar dialect features due to the linguistic environment surrounding them.

“In class I use Indonesian, sometimes mixed with Makassarese affixes because I now live in Makassar.”
(Extract 3, WN, December 8, 2025).

“I follow my friends' language, so I usually mix Indonesian with a Makassar accent.”
(Extract 4, FM, December 7, 2025).

English is typically used in academic contexts, such as communicating with lecturers, doing presentations, answering questions in class, and submitting assignments.

“When I talk to lecturers, especially via chat, I use formal English to be more polite.”
(Extract 5, CAR, December 8, 2025).

Observations on campus confirmed that classroom interactions included switching between Indonesian and English, while social conversations among peers showed more Indonesian mixed with regional influences. These findings indicate that campus multilingual behaviour is influenced by academic expectations, peer group norms, and situational demands.

Language Use on Social Media

The social media domain exhibited the highest frequency of code-switching, especially Indonesian–English mixing. Students reported that this mixture reflects personal style, online identity, and wider social networks.

“On social media, I use Indonesian and English because when combined, it looks cute and cool.”
(Extract 6, WN, December 8, 2025).

“I mix in English so that friends from outside the area can understand and be more confident.”
(Extract 7, FM, December 7, 2025).

The findings above slightly show that social media encourages creative linguistic expression, and language choice becomes a tool for shaping online identity.

Functions of Code-Switching

Communicative Function

Across all domains, students switch languages to ensure clarity, maintain conversational flow, and adjust to the interlocutor's understanding as shown in the following interview results.

“I switch my language to keep communication flow because if I use a regional language, my friends won't understand.”
(Extract 8, WN, December 8, 2025).

“Students frequently switch languages when encountering unfamiliar vocabulary or when the topic becomes more academic.”
(Extract 9, NV, December 8, 2025).

Thus, the two extracts obviously show that code-switching serves as a pragmatic strategy to achieve effective communication.

Social and Identity Functions

Code-switching also reflects students' cultural identity, adaptation to the campus linguistic environment, and desire to align with peer expectations as seen in the following extracts.

“On campus, I learn the language of my friends in Makassar so I can connect better and adapt.”
(Extract 10, CAR, December 8, 2025).

“If I speak English with lecturers, it feels more polite and appropriate.”
(Extract 11, FM, December 7, 2025).

“On social media, I mix it up so that followers understand and it looks more social.”
(Extract 12, CAR, December 8, 2025).

These findings highlight the symbolic and social value of code-switching for students. In digital contexts, code-switching enhances self-expression and identity presentation.

Factors Influencing Language Choice

The data from all research instruments revealed that multilingualism and code-switching practices among students are influenced by several key factors. One of the primary determinants is the interlocutor in which language shifts occur depending on whom the students are speaking to, such as family, peers, lecturers,

or online audiences. This highlights how the social roles and relationships in communication influence the choice of language. Additionally, the communication context plays a significant role in determining language use. At home, students tend to use regional languages alongside Indonesian, reflecting familial and local cultural norms. On campus, Indonesian and Makassar are often used, showing the impact of regional identity and peer interactions. In classrooms, Indonesian and English are commonly switched, particularly in academic settings, while on social media, a mix of Indonesian and English is typical, reflecting the informal and dynamic nature of digital communication.

Furthermore, the purpose of communication significantly influences language choices. For academic purposes, students tend to use more English, as it is the language of instruction and academic discourse. In contrast, for casual or personal interactions, they are more likely to use Indonesian or regional languages, which provide a sense of comfort and intimacy. Lastly, language proficiency and comfort also play a role in code-switching. Students often switch languages when they encounter vocabulary gaps or when switching feels more natural in a given context, indicating a practical, fluid approach to communication that prioritizes ease and clarity. These factors together contribute to a flexible and context-dependent use of language highlighting the dynamic nature of multilingualism and code-switching among students.

“Sometimes when I lose vocabulary, I immediately switch to Indonesian so that it's quickly understood.”
(Extract 13, WN, December 8, 2025).

Overall, the findings show that students do not separate their languages rigidly, but instead use them flexibly depending on context. Code-switching serves both communicative and identity-related functions, and multilingual practices differ across home, campus, and digital spaces. These results align with the conceptual understanding of multilingualism as a fluid and adaptive practice.

Analysis of Questionnaire Responses

Across the questionnaire responses, three major patterns of language use were identified: (1) domain-based multilingual practices in which students shift languages depending on whether they are at home, on campus, or online; (2) code-switching and code-mixing behaviours, including intra-sentential, inter-sentential, and tag-switching; and (3) functional motivations for switching, such as clarity, comfort, identity expression, and social adjustment. To illustrate these patterns, Table 1 provides selected examples of language use drawn directly from the questionnaire responses. Each entry includes the type of language behaviour, the student's utterance, the situation in which it occurred, a brief analysis, and the original source.

Table 1 Types of Language Behaviour

Type of Language Behaviour	Example of Student Utterance (from questionnaire)	Situation/Domain	Brief Analysis	Source
Code mixing (Indonesia – English)	“We have to meet for briefing, <i>karena besokmi presentasi.</i> ”	Campus Interaction (group discussion)	Intra-sentential mixing appears as the English phrase “ <i>meet for briefing</i> ” embedded within Indonesia structure. This shows students’ familiarity with academic English vocabulary.	Questionnaire Response – P7
Code-Switching (Intersentential)	“ <i>Saya jarang menggunakan bahasa Bugis...</i> When I speak with campus friends, I switch to Indonesia.”	Campus communication	The alternation between Indonesian and English sentence reflects functional switching depending on interlocutor and context	Questionnaire Response – P5
Code-Switching (Interlocutor based)	“With lecturers I use more formal language, with friends I use casual language.”	Campus (formal vs informal)	Students switch register and languages to fit the social hierarchy indicating pragmatic awareness.	Questionnaire Response – P9
Code-Switching (Indonesia-Local Language)	“I speak Bugis with my family, but I use Indonesian on campus.”	Home vs. Campus	The students shift between regional language and Indonesia depending on	Questionnaire Response – P3

			the domain, showing diglossia-like behaviour in multilingual settings.	
Borrowing (English lexical items)	“Affordable <i>banget untuk anak-anak.</i> ”	Social media/ casual talk	The English adjective “affordable” is borrowed into Indonesian and combined with intensifier <i>banget</i> , showing lexical borrowing for modern/ trendy expression.	Questionnaire Response – P16
Identity-based Switching	“Just to be more sociable.”	Social media (Instagram, chat)	English words function as identity markers that index modern youth culture and digital trends.	Questionnaire Response – P6
Competency-driven Switching	“If I forget a word in English, I change it to Indonesian.”	Campus learning context	Switching is used as a repair strategy to maintain communication flow and avoid breakdowns.	Questionnaire Response – P8
Context-driven Switching	“Sometimes I use Makassarese, sometimes Indonesian, depending on who we are talking to.”	Daily conversation	Indicates multilingual adaptability and sensitivity to interlocutor background.	Questionnaire Response – P6
Pragmatic Emphasis Switching	“I mix languages to make my point clear.”	Campus/Home	Switching is used to increase clarity and align	Questionnaire Response – P11

meaning with
the listener's
understanding.

The table above shows that translanguaging in student interactions, particularly on WhatsApp and campus communications, functions strategically to negotiate identity and adapt to context. The students frequently use a mix of languages, such as code-mixing, code-switching, and borrowing, reflecting Generation Z's language flexibility in various situations, whether at home, on campus, or on social media. English is often used to enhance academic efficiency or prestige, while Indonesian and regional languages are used for familiarity and social contexts. Furthermore, translanguaging also plays a role in clarifying points or avoiding communication barriers in multilingual environments. This phenomenon indicates a generational difference in language practices, with the younger generation being more fluid in their language choices, in contrast to previous generations who tended to be monolingual.

The present study reveals that English Department students, Faculty of Languages and Literature, Universitas Negeri Makassar, Indonesia employ a flexible multilingual repertoire across three distinct domains: home, campus, and social media. Their language choices are not random; rather, they are systematic, functional, and socially meaningful, reflecting broader sociolinguistic tendencies observed in previous Indonesian studies on classroom interactions and digital communication. These findings underscore the context-dependent nature of language use, which is shaped by the environment and the specific communicative goals of the speakers. Recent studies on multilingualism in Indonesia emphasize that language choice is guided by setting and purpose, further validating the patterns observed in this research.

The students demonstrate domain-sensitive language use that varies systematically according to the communicative setting. At home, they predominantly rely on regional languages and Indonesian, reserving English mainly for academic topics. On campus, English–Indonesian switching becomes more prominent, serving to clarify pedagogical content, facilitate understanding, and manage classroom discourse. In contrast, social media interactions allow for more flexible and creative English–Indonesian mixing, where language choices reflect personal expression and peer alignment. This domain-sensitive pattern mirrors findings from recent classroom and perception studies conducted in Indonesia. For instance, research by Khatimah et al. (2023) and Yacub et al. (2025) shows that classroom interactions tend to favour English for academic content while switching to Indonesian for explanations and comprehension management. Similarly, the seminal work of García and Wei (2014) on translanguaging supports the observation that multilingual speakers strategically adjust their linguistic resources according to context, utilizing different languages to meet both cognitive and social needs. The current study extends these insights by highlighting how students fluidly navigate

their multilingual environment across offline and online spaces, demonstrating purposeful adaptation rather than random mixing.

In campus settings, the pedagogical and interactional functions of code-switching emerge as particularly salient. Questionnaire data indicate that students employ switching primarily to clarify complex terms, facilitate turn-taking, and prevent communication breakdowns. These practices align closely with classroom studies in Indonesia, which portray code-switching not as a deficiency but as a pragmatic tool that supports comprehension, vocabulary building, and discourse management (Khatimah et al., 2023; Yacub et al., 2025; Gendroyono, 2023). Teachers and students alike switch languages to check understanding, explain vocabulary, or reinforce key concepts, underscoring the educational value of translanguaging in EFL contexts. Beyond the classroom, however, the social and identity functions of language choice become more prominent in informal peer interactions and digital domains. On social media platforms, students use English to convey stylistic effects, signal modernity, and align with peer-group norms. This usage echoes recent studies on digital communication in Indonesia, such as Nur'aini and Fitriana (2024), which document how young people leverage English in online spaces for identity performance and social signalling. As noted by Wei (2018), platforms like Instagram and Twitter offer permissive environments for creative code-switching, that is through lexical insertions, hashtags, and stylistic choices that serve both communicative efficiency and self-presentation. Thus, the students in this study actively perform hybrid identities, blending local and global linguistic resources to position themselves as bilingual, modern, and socially connected individuals.

The above results demonstrate that students bridging translanguaging communicate differently on social media than they do at home and on campus. The shift in language function from a pedagogical cognitive tool to an identity performance is evident in three aspects: (1) communication aims; (2) linguistic processes; and (3) identity orientation. This distinction extends beyond the usage of code-switching. While they are stylistic and expressive, students on campus make functional-pragmatic language alterations in terms of communication aims. On college, they use code switching to solve cognitive issues, but on social media, they simply use it as a component of linguistic inventiveness that affects communication style rather than language challenges (Yacub et al., 2025). They amply illustrate the division of the language domains employed in terms of linguistic mechanics. At home, they speak regional and Indonesian languages, alternating between English and Indonesian to make the meaning clearer. According to Gendroyono (2023), local values are typically utilized and upheld in private settings where the Indonesian language is practically integrated. Next, in terms of identity orientation, their identity as students is reflected in the language they use on campus. Students on social media, on the other hand, are contemporary, international people who use English as a sign of bilingual or multilingual cultures. In conjunction to this point, Norton and De Costa (2024) claim that individuals discover freedom on social media to invest their identity and connectivity globally through the use of English.

These descriptions, in short, clearly illustrate how students differentiate themselves in their multilingual practices during offline and digital communication.

The micro-patterns of switching further illustrate the strategic nature of these practices. The study identified intra-sentential mixing (English insertions within Indonesian clauses), inter-sentential switching, and tag switching as recurring features, patterns that are consistent with local classroom studies and corpus analyses (Yacub et al., 2025; Gendroyono, 2023). Such regularity across different datasets suggests that these discursive strategies are widely shared among Indonesian EFL learners and function as reliable tools for communication and comprehension in multilingual environments. Finally, the findings highlight multiple intersecting factors that shape language choice: interlocutor (lecturer, peer, or family), topic complexity, perceived proficiency, and platform affordances. These determinants resonate with earlier research on code-switching in Indonesian classrooms, where speech situation, function (pedagogical versus social), and participant roles emerge as key predictors (Patton, 2015). García and Wei (2014) similarly argue that multilingual speakers make deliberate, moment-by-moment decisions to meet the demands of the interaction, whether for clarity, social identity construction, or topic appropriateness. Collectively, these results not only corroborate existing scholarship but also contribute a nuanced understanding of how generational positioning within digital and educational spaces influences the construction of hybrid linguistic identities among Indonesian university students.

CONCLUSION

This study concludes that English Department students employ dynamic, context-sensitive multilingual practices shaped by the communicative domain, that is home, campus, and social media. At home, regional languages and Indonesian dominate to maintain family norms, cultural identity, and emotional comfort. On campus, Indonesian (often with local dialectal elements) prevails in peer interactions, while English–Indonesian code-switching is strategically used in academic contexts with lecturers and coursework. On social media, creative mixing of Indonesian and English serves stylistic expression, identity performance, and audience reach. Code-switching fulfils both communicative functions (clarifying meaning, overcoming vocabulary gaps, maintaining conversational flow) and social functions (expressing identity, building confidence, and adapting to social groups). These language choices are systematically influenced by interlocutor relationships, topic complexity, linguistic comfort, and platform norms, confirming that multilingualism among these students is purposeful, integrated, and socially meaningful

The findings carry important theoretical and practical implications. Theoretically, they reinforce translanguaging as a strategic resource for identity negotiation and digital identity construction across generational lines, extending earlier work on context-dependent multilingualism in Indonesia. Practically, they highlight the pedagogical value of code-switching in EFL classrooms as a tool for

comprehension and discourse management rather than a deficiency (Gendroyono, 2023), suggesting that language educators and curriculum designers should recognize and harness students' full linguistic repertoires instead of enforcing monolingual norms.

Several recommendations emerge from these results. English language programs in Indonesia could integrate translanguaging strategies into teaching materials and classroom practices to enhance learning outcomes and student engagement. Future research should expand the scope to include larger, more diverse samples across different regions and generations, incorporating longitudinal designs or digital corpus analysis of actual WhatsApp interactions to deepen understanding of generational positioning in digital identity construction. Policymakers and institutions are encouraged to develop guidelines that legitimize multilingual practices in both formal and informal academic settings. Despite its contributions, the study has limitations. Data were collected solely through open-ended questionnaires and semi-structured interviews from English Department students in one institution, which may limit generalizability to other disciplines or geographic contexts. Self-reported perceptions may also differ from actual language use in natural settings. Future studies could address these by combining multiple data sources, such as observed WhatsApp chats and classroom recordings, to provide a more comprehensive view of translanguaging practices.

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