



Indonesian–English Code-Switching and Social Meaning Among Generation Alpha Children in a Community Library

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Abstract: *This study investigates the communicative and interpersonal meanings of Indonesian–English code-switching among Generation Alpha children engaged in literacy activities at the Cerdas Desaku Village Library in Usa Village, Bone Regency, South Sulawesi. The study examined spontaneously occurring peer relationships captured during literacy-related activities using a qualitative descriptive design. Field notes and follow-up interviews with 12 participants aged 10 to 12 supported the analysis. The study identified and analyzed the linguistic form, communicative function, interactional environment, and participants' explanations of code-switching events. The results show that the observed switches were primarily English words and phrases embedded in exchanges dominated by Indonesian. The switches served several context-dependent functions, such as interaction management, activity reference, appraisal, and emphasis. Additionally, the interactional data suggest that certain English expressions functioned as shared resources in peer exchanges, even if their social meanings relied more on the surrounding interaction than on the expressions themselves. The results suggest that participants had access to English language resources within a communicative repertoire dominated by Indonesian. The study views code-switching as a context-sensitive communicative behavior shaped by the participants' immediate interactional environment, rather than treating individual English statements as clear proof of bilingual skill.*

Keywords: *Bilingual Generation Alpha Children, Code-Switching, Indonesian–English, Language Use, Sociolinguistics*

INTRODUCTION

Generation Alpha children are more frequently exposed to English through digital media, social interaction, formal education, and community-based literacy initiatives. Such exposure may cause English expressions to emerge in otherwise Indonesian-dominated conversations in Indonesian contexts. However, the presence of an English word or phrase in Indonesian speech does not, by itself, explain why a speaker chooses that term at a given time or what meaning the decision takes on throughout the interaction. Therefore, from a sociolinguistic standpoint, the pertinent question is not just which types of English children use, but also how specific language choices work within an interaction and what interpersonal meanings can reasonably be deduced from the surrounding

conversational context. Because children's language habits are formed through repeated interactions with classmates, educational activities, media, and other communicative settings, this topic is especially pertinent to Generation Alpha kids.

Research on bilingual children's code-switching links language alternation to interlocutor behavior, language exposure, communicative environment, and interpersonal interactions. For instance, studies on bilingual kids have shown that code-switching can vary depending on interlocutor and speaker traits, as well as the interactional setting. Children's language choices can also be linked to the interlocutor's linguistic proficiency, social context, and sense of identity and belonging, according to research on bilingual toddlers who speak Mandarin and English. According to these results, children's code-switching should be considered a situational interaction rather than just a sign of exposure to or competence in English (Hanafiah, 2022; Sahib et al., 2021). Indonesian sociolinguistic research has identified code-switching as a common feature of communication in digital and educational settings (Cahyani et al., 2018; Muhid et al., 2022). Examining code-switching as a social behavior rather than just a structural language phenomenon highlights its sociolinguistic significance. To stress a point, convey emotion, signal familiarity, manage engagement, accommodate an interlocutor, or create a specific social identity, speakers may switch between languages.

This contextual viewpoint is crucial when researching Generation Alpha children. Through repeated interactions with individuals, organizations, and communicative settings, Generation Alpha children's verbal repertoires grow. From the standpoint of language socialization, Generation Alpha children acquire not only linguistic forms but also culturally and socially acceptable applications of those forms. Through an ethnographic study of a Korean-English bilingual child, Song (2019) illustrates this argument, demonstrating that code-switching was linked to changes in position, speech acts, tone, and social persona. Therefore, rather than seeing it as merely proof of inadequate language separation, Generation Alpha children's language alternation should be viewed in relation to the social meanings attached to the languages in their contexts.

Because Generation Alpha's early experiences are closely linked to digital and multimodal worlds, these challenges are especially pertinent to them. Beyond traditional English instruction, Generation Alpha children may encounter English through books, games, movies, social media posts, digital apps, and other online entertainment. As a result, Generation Alpha children's ordinary discussions that are dominated by Indonesian may integrate English idioms that Generation Alpha children first come across in educational or digital contexts. The combination of formal education, informal literacy activities, peer contact, and digital exposure may be reflected in the code-switching patterns that emerge. However, most research to date has focused on digital communication, classroom interaction, adult bilinguals, teachers, and university students (Siregar & Tarigan, 2022; Zalukhu et al., 2021).

Therefore, a research gap remains regarding primary school students' regular code-switching behaviors, especially among those who reside in rural areas.

Generation Alpha children in large urban centers may be exposed to English differently than Generation Alpha children in rural areas. Their acquisition of English may be influenced not only by school-based instruction but also by locally accessible literacy programs and more widely available digital media. While digital media may offer more exposure to English vocabulary and expressions, community-based literacy spaces can give Generation Alpha children the chance to interact with the language outside of traditional classroom education. Together, these settings may provide a unique linguistic repertoire that merits sociolinguistic study.

Crucially, the study looks at code-switching beyond its verbal manifestations. While recognizing the types of switching is important, the main focus should be on how these switches work in social situations and the social connotations the Generation Alpha children assign to them. An English term might be chosen, for instance. It is more recognizable in a digital setting because it has been incorporated into the child's vocabulary through literacy exercises. After all, peers can identify and comprehend it, or because the English expression has a specific expressive effect. The relationship between linguistic form, communicative function, interactional context, and Generation Alpha children's perceptions of their own language choices must therefore be considered when interpreting such behaviors (Song, 2019).

While code-switching between Indonesian and English has been studied in educational, digital, and adult bilingual contexts, children's use of English resources during naturally occurring peer interaction in community-based literacy settings has received relatively little attention. Research conducted in Makassar and classroom settings in Indonesia has revealed structural and functional patterns of code-switching between Indonesian and English among adult or educational participants. International research also shows that children's code-switching is sensitive to interlocutor behavior, language exposure, and interactional context.

Therefore, the study's contribution goes beyond just the fact that the participants are Generation Alpha students or that it was carried out in a rural area. Instead, the study examines how English resources are used in Indonesian-dominant peer interaction in a community library by combining three analytical concerns: linguistic form, communicative function, and interactionally supported social meaning. Additionally, the study separates potential sources of English exposure from documented contexts. While the main interactional evidence comes from activities observed at the Cerdas Desaku Village Library, education, digital media, and prior literacy experiences are treated as reported or hypothesized sources of exposure when supported by participant accounts.

LITERATURE REVIEW

Code-Switching in Bilingual Communication

Yow et al. (2017) found that code-switching among bilingual Generation Alpha children was positively associated with linguistic competence, suggesting that bilingual Generation Alpha children can use language alternation as part of their developing multilingual repertoire; similarly, Smolak et al. (2019) found that code-switching patterns among bilingual toddlers were related to language exposure and proficiency. The term "code-switching" refers to using more than

one language within the same interaction, which is widely acknowledged as a systematic aspect of bilingual communication.

The immediate interactional context also affects code-switching. According to Kootstra et al. (2020) interactive alignment allows one bilingual speaker's language choices to affect another speaker's. Generation Alpha children's switching behaviors can also be influenced by interlocutor conduct and prior code-switching experience (Gross et al., 2019). These results suggest that code-switching should be investigated as both an interactional activity and an individual linguistic behavior.

Arumaisya (2025), through a systematic review of code-switching research, identified situational, metaphorical, inter-sentential, and intra-sentential forms and highlighted the influence of sociocultural and socio-attitudinal factors on code-switching practices. Similarly, Pongsapan and Allo (2024) found that code-mixing in an Indonesian EFL classroom context occurred through several forms, including insertion, alternation, and congruent lexicalization, demonstrating that language alternation can function as a meaningful resource in educational interaction.

In a study of code-switching between Indonesian and English among elite speakers in Makassar, Baharuddin (2022) discovered that intra-clausal switching was the most common form, while noun phrases were the most commonly switched linguistic elements. These results show that code-switching can be methodically analyzed based on its structural location within an utterance and linguistic form.

Communicative Functions and Social Meaning

Depending on the situation, code-switching can have a variety of communicative purposes. Studies on bilingual Generation Alpha children have found lexical, conversational, social, and metalinguistic reasons for language switching (Sczepurek et al., 2022). Similarly, Tulloch & Hoff (2022) found that young bilinguals may switch languages because one language has stronger expressive power and because of lexical gaps.

The current study is especially pertinent to the social aspect of code-switching. Interpersonal interactions, shared experiences, humor, emphasis, or the expression of specific attitudes can all be linked to language alternation. Quirk (2020) discovered that code-switching among school-age bilinguals was associated with affective characteristics and language proficiency, indicating that linguistic skill alone cannot account for Generation Alpha children's switching behaviors. As a result, understanding Generation Alpha children's code-switching requires attention to participant relationships and conversational context.

Rather than a fixed meaning tied to a specific English expression, social meaning in this study refers to the interpersonal significance a language choice acquires within a particular interaction. This viewpoint follows the sociolinguistic tradition, which interprets language alternation in light of the local community's social and conversational context. Blom and Gumperz (2000) show that the patterned occurrence of language alternatives in specific interactional contexts can give them social significance.

This viewpoint is especially suitable for children's code-switching since the same English expression can serve different purposes in various contexts. For instance, Song (2019) study of bilingual children who speak Korean and English shows that code-switching can be linked to shifts in stance, speech acts, tone, and social persona. As a result, the current study does not use lexical content alone to determine the social meaning of English expressions.

Only when the interaction offers contextual evidence such as the activity being carried out, the relationship between participants, the turns before and after, the interlocutor's response, or the participant's explanation in a follow-up interview is a social interpretation deemed adequately supported. Without such evidence, the analysis remains at the level of communicative function or linguistic form rather than making a more compelling claim about social meaning.

Code-Switching among Bilingual Generation Alpha children

Generation Alpha children's code-switching develops in situations where they encounter and use many languages. Exposure to code-switched input may affect Generation Alpha children's language performance and bilingual development (Kaushanskaya & Crespo, 2019). Additionally, studies have demonstrated a connection between linguistic and cognitive characteristics and how bilingual Generation Alpha children process and utilize code-switched language (Gross et al., 2019).

These results provide a foundation for viewing primary school students' code-switching between Indonesian and English as a growing multilingual habit rather than a linguistic issue. Through school, literacy programs at the Cerdas Desaku Village Library, social interaction, and digital media, Generation Alpha children in Desa Usa are exposed to English. These English terms, which become part of their everyday communication dominated by Indonesian, may be influenced by these exposure sources.

Code-Switching, Code-Mixing, and Lexical Borrowing

This study distinguishes code-switching from established loanwords, lexical borrowing, and code-mixing. While code-mixing more broadly refers to blending linguistic elements from other codes within an utterance, code-switching is defined as a contextually significant alternation between Indonesian and English during interaction. Because established lexical borrowings have English historical roots, they are not always regarded as examples of code-switching. The existence of an English-origin word in Indonesian speech does not, by itself, show an active flip between linguistic codes, which makes this distinction crucial.

The current study uses Poplack's (1980) distinction between inter-sentential, intra-sentential, and tag switching as the primary typological framework for structural classification. Additionally, Indonesian-English research has employed Poplack's framework to differentiate between inter-sentential, intra-sentential, and tag switching. Because this description more closely matches the linguistic units in the current dataset, this study also records the size of each switching segment as a word, phrase, clause, or sentence. As a result, these two descriptions are not regarded as conflicting categories: While word-, phrase-, clause-, and sentence-

level labels characterize the size of the switched segment, Poplack's categories pinpoint the structural location of the switch.

Only when the interactional context demonstrated that an English item served as an English resource in the participant's speech was it included in the code-switching analysis. Items that functioned as well-established Indonesian lexical borrowings but lacked contextual evidence of an active language alternation were not interpreted as code-switches with social significance.

Analytical Focus of the Present Study

This study examines code-switching from three interrelated perspectives based on the literature: form, communicative function, and social meaning. The study first determines the linguistic form of each Indonesian–English transition, including word-, phrase-, clause-, and sentence-level switching. Second, it examines the switch's communicative role, including interpersonal engagement, emphasis, appraisal, clarification, and humor. Third, it evaluates the social significance of the switch by considering participants' justifications for their linguistic choices, the conversational environment, and the relationships between speakers.

This analytical technique allows the study to go beyond merely identifying the English terms that Generation Alpha children use. It focuses on how young speakers utilize their developing English vocabulary in daily interactions as a social and communicative tool.

RESEARCH METHOD

Research Design

This study used a qualitative descriptive design based on Sandelowski's (2000) qualitative description approach. This design was chosen to provide a detailed, data-close description of Indonesian-English code-switching as it occurred in participants' everyday interactions, rather than to develop a formal theory or test a causal relationship.

The qualitative descriptive design followed four stages. First, participants naturally engaged in literacy-related activities, which the researcher audio-recorded without guiding them on whether to use Indonesian or English. Second, the English elements relevant to Indonesian-dominant interactions were transcribed and identified as possible code-switching instances. Third, we analyzed each occurrence in terms of its linguistic form, the surrounding interaction, the activity, the interlocutor, and the communicative function. Fourth, the explanations of the follow-up interviews were compared with the observed interaction to see if a social interpretation was sufficiently supported. The design can thus be represented as:

Naturalistic observation → Audio recording and field notes → Transcription → Identification of potential switches → Structural classification → Contextual analysis of communicative function → Comparison with participant explanation → Social interpretation where supported by evidence.

Research Setting and Participants

The study was carried out at the community-based literacy center, Cerdas Desaku Village Library, in Usa Village, Kecamatan Palakka, Bone Regency, South Sulawesi, where Generation Alpha children engage in reading and educational activities. Generation Alpha children who actively participated in the library's literacy programs served as the research subjects.

The researchers used purposive sampling to select 12 Generation Alpha children aged 10 to 12. The study used purposive sampling because it required participants who could provide direct evidence relevant to the research focus. Participants were students in Grades 4-6. Three criteria were used to select them: (1) Generation Alpha children who lived in or frequently attended events in Usa Village; (2) Generation Alpha children actively engaged in literacy activities at Cerdas Desaku Village Library; and (3) Generation Alpha children regularly encountered English through digital media, school, library activities, or a combination of these sources.

The purposive approach was therefore based on the relevance of participants' actual participation and language exposure to the phenomenon under investigation rather than on an assumption that all Generation Alpha children share the same linguistic practices.

Data Sources and Data Collection

The primary data consisted of Generation Alpha children's naturally occurring interactions between Indonesian and English during literacy-related activities and casual peer discussions at the research location. The researcher used non-participant observation and audio recording of specific exchanges to gather data. To ensure the recorded talks reflected participants' natural language practices as closely as possible, the researcher observed the activities without instructing participants to use English or Indonesian.

The observation focused on situations where participants engaged in literacy-related activities or interacted with peers. The researcher paid special attention to instances when an English component appeared in an Indonesian-dominant exchange. To record the interactional context, participants, the activity being carried out, the discussion topic, and other pertinent contextual information, field notes were also kept.

Participants were then asked to explain their language choices in brief, semi-structured interviews. The interviews used child-friendly questions, such as why Generation Alpha children used a specific English phrase, where they learned or came across the expression, and whether they would use it in conversation with others. These interviews supplemented the interpretation of observed interactions rather than serving as the sole source of evidence for social meaning.

Data Transcription and Code-Switching Identification

The verbatim transcriptions of the recorded exchanges were arranged using participant codes. We recognized and annotated English terms in the transcription, but kept Indonesian utterances in their original form. To simplify analysis and reporting, we added English translations to Indonesian utterances where needed.

We kept relevant interactional elements, such as pauses, repetitions, laughs, and quick reactions when Generation Alpha children helped interpret code-switching, in the transcription. This matters because decisions about how to represent Generation Alpha children's multilingual speech can shape how their communicative repertoires are understood, making transcription more than a technical procedure. Therefore, recent methodological discussions emphasize transcription as an ethical and analytical choice when depicting young Generation Alpha children's multilingual speech.

Data Analysis

Three successive analytical steps, adapted from Miles, Huberman, and Saldaña (2013), were used to investigate the data thematically.

1. The linguistic variants of code-switching were first recognized and classified by the academics. The categories were word-level, phrase-level, clause-level, and sentence-level switching.
2. Second, the communicative role of each switching event was ascertained by analyzing it within its interactional context. The first functional categories included emphasis, appraisal, clarification, comedy, topic management, lexical expression, and interpersonal interaction. Recurring patterns in the data led the researchers to refine these categories.
3. Third, the researchers deciphered the social connotations of frequent switching behaviors. The interpretation considered participants' explanations during the follow-up interviews, the relationship between speakers, the topic of conversation, the activity being carried out, and the utterances that came before and after.

Thus, the analytical procedure can be described as:

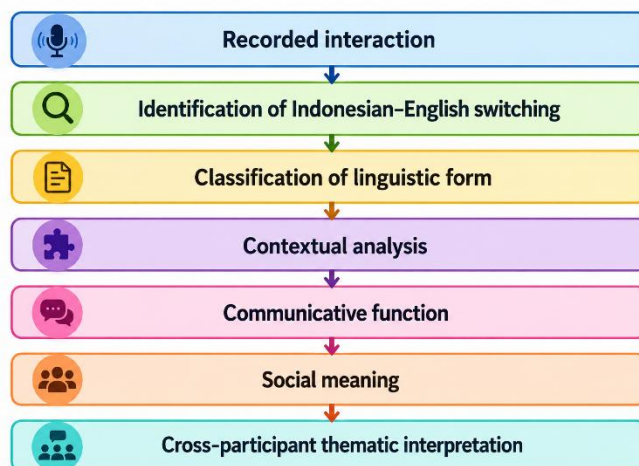


Figure 1. Analytical Procedure

Form → Poplack (1980) Interactional/contextual interpretation → Blom & Gumperz (2000) → Miles, Huberman, & Saldaña (2013). The researchers developed the analytical procedure by adapting established principles from these frameworks to the characteristics of the present dataset. The study did not assume that every English expression reflected a certain attitude or social identity. The

researchers assigned social meanings only when participant explanations, recurrent interactional patterns, and/or contextual evidence corroborated them.

Trustworthiness of the Data

To increase the trustworthiness of the findings, several techniques were employed. First, the researchers compared field notes, recorded encounters, and participant explanations from follow-up interviews as part of data triangulation. Second, rather than relying on a single individual or isolated utterance, the researchers compared recurrent code-switching patterns across participants. Third, the researchers kept an analytical record detailing how codes and themes evolved. Before inclusion in the final analysis, the researchers examined any confusing samples in relation to the surrounding conversational context. The final interpretation incorporated participant explanations when Generation Alpha children deviated from the researcher's initial assessment.

These approaches aimed to minimize overinterpretation and ensure that the reported social meanings remained rooted in participants' real language practices.

Ethical Considerations

The researcher followed ethical protocols before data collection because the participants were Generation Alpha children. The appropriate authorities in charge of the research setting granted permission to carry out the study. Participants and their guardians were informed about the study's purpose, the types of data to be collected, the use of audio recordings, confidentiality procedures, and their right to decline participation or withdraw from the study. To help Generation Alpha children understand what participation entailed, we used age-appropriate explanations.

We used codes (P1–P12) to protect participant identities, and the manuscript and transcripts contained no personally identifiable information. Only the research team had access to the safely preserved audio recordings and research notes. We used the recorded data solely for research. During data collection, we also gave special consideration to Generation Alpha children's parents. If Generation Alpha children seemed uncomfortable, participants were not forced to respond to interview questions or continue the conversation. This strategy aligns with recent research emphasizing that ethical research involving Generation Alpha children should consider their participation, comfort, privacy, and ongoing agency throughout the study process, beyond formal consent procedures.

FINDINGS AND DISCUSSION

Overview of Indonesian–English Code-Switching

The analysis identified three major patterns in the participants' Indonesian–English code-switching: (1) lexical and phrase-level switching, (2) switching for communicative purposes, and (3) switching as a resource for interpersonal and social expression. The examples indicate that English elements were generally embedded within Indonesian-dominant interactions rather than replacing Indonesian as the primary language of communication.

Table 1. Patterns of Indonesian-English Code-Switching

No	Illustrative Utterance	English Translation	Form	Context/ Function	Social Meaning
1	“Ini so easy , tinggal baca.”	“This is so easy, just read it.”	Phrase	Evaluation/ emphasis	Expressiveness
2	“Aku sudah finish bukunya.”	“I have finished the book.”	Word	Topic completion	Familiarity with English
3	“ Good job , kamu sudah selesai.”	“Good job, you have finished.”	Phrase	Positive evaluation	Peer solidarity
4	“Besok kita reading lagi.”	“Tomorrow we will read again.”	Word	Activity reference	Educational association
5	“ Wait , jangan dulu.”	“Wait, not yet.”	Word	Managing interaction	Conversational responsiveness
6	“Ini very interesting .”	“This is very interesting.”	Phrase	Evaluation	Expressive emphasis

The structural pattern identified here should be read with caution in light of previous research. The current dataset is mainly characterized by short English elements embedded in an Indonesian-dominant interaction, whereas Smolak et al. (2019), described frequent switching between utterances of young bilingual toddlers. The present data thus do not reproduce the pattern reported by Smolak et al. Instead of longer shifts between languages, the observed participants more often inserted short English words or phrases into ongoing Indonesian interaction. Tulloch & Hoff (2022) observed that speaker shifts were a particularly frequent location for Generation Alpha children's switching.

This difference is attributable to the different participant populations, interactional settings and linguistic environments that the studies encompassed. Participants in the present study were observed in community-library literacy activities and were not selected based on independently determined bilingual competence. Therefore, the results should not be interpreted as evidence that the participants have the same level of control over their bilingual language as the children studied in prior bilingual development research.

Code-Switching for Emphasis and Evaluation

One recurring pattern involves using English expressions to strengthen evaluations or emphasize a particular response. Expressions such as *so easy*, *very interesting*, and *good job* can function beyond their literal meanings because Generation Alpha children use them to make an evaluation more salient within the interaction. For example:

P3: “Ini so easy, tinggal baca bagian ini.”

(“*This is so easy, just read this part.*”)

The switch is seen as an English phrase in an utterance dominated by Indonesian. At the level of the communicative function, the expression is accompanied by an evaluation of the literacy task. However, the available interactional evidence does not allow the researchers to conclude from the English form alone that the speaker deliberately selected English for emphasis.

There are a few reasons left. 1) They might be familiar with the phrase, or might have heard it in a classroom, or on a website. 2) They might find it easier to say the phrase in English. 3) They might like the way it sounds better in English. Therefore, the more cautious interpretation that so easily serves as an evaluative expression within the interaction is supported by the evidence that is currently available. Evidence from the surrounding turns, the interlocutor's response, or the participant's justification for the language choice are necessary for the interpretation of additional social meaning.

Accordingly, just because an Indonesian equivalent exists does not mean the expression is intrinsically expressive. Rather than relying solely on the lexical identity of the English phrase, the social significance of the switch depends on how the expression functions within the interaction.

Tulloch & Hoff's (2022) This finding supports the claim that bilingual Generation Alpha children might code-switch for the expressive value of a specific language. According to their research, switching might give Generation Alpha children a way to maximize their expressive potential rather than simply covering vocabulary deficiencies. Expressions like "good job" can be interpreted similarly. Among peers, the phrase can convey both interpersonal support and evaluation. Therefore, the social meaning of the switch comes not from the English term alone, but from the mix of language choice and interactional context.

Code-Switching for Interaction Management

Using brief English phrases to manage ongoing communication is another tendency. Discourse-management tools include words like "wait," "okay," "come on," and "ready." Generation Alpha children can use these to stop, start, encourage, or organize an activity. For instance:

P5: "Jangan dibuka dulu, wait. Kita baca sama-sama."

("Don't open it yet, wait. Let's read it together.")

In this case, wait serves an interactional purpose by momentarily halting the interlocutor's activity. Therefore, the English item manages the conversational sequence rather than simply adding vocabulary. This result is consistent with studies showing that Generation Alpha children's code-switching is influenced by the actions of others around them. According to Gross et al. (2019) Bilingual Generation Alpha children modified their language choices in response to their conversation partner's language behavior, indicating that Generation Alpha children's code-switching is partially interactionally responsive.

This has important implications for the current study: counting English words alone should not be the only way to examine code-switching. A switch's communicative purpose may be revealed by its location within an encounter and the reaction it elicits.

Code-Switching and Peer Solidarity

Analyze the data in terms of how Generation Alpha children relate to their peers. When multiple people use the same English expressions, Generation Alpha children might form a shared repertoire that promotes familiarity and unity. For instance:

P2: "Well done! Kamu akhirnya selesai."

("Well done! You finally finished.")

P4: "Yes, at last!"

English terms serve as shared resources between peers in this exchange. Participants' awareness of the expressions and their capacity to respond to them may contribute to their relevance. Sczepurek et al.'s (2022) A qualitative study of multilingual Generation Alpha children revealed lexical, social, and conversational reasons for code-switching, which lends credence to this interpretation. Rather than switching languages at random, their findings show that Generation Alpha children can use language alternation in socially meaningful ways.

In a similar vein, Gross et al. (2019) highlight how Generation Alpha children's code-switching is influenced by interlocutor behavior and the larger conversational context. According to their findings, Generation Alpha children's switching behaviors can resemble those of their interaction partners. This tendency may be especially relevant in the case of Usa Village, since Generation Alpha children who engage in similar literacy activities may have similar language experiences. When interacting with peers, English expressions learned from books, games, school activities, or digital media can later become familiar resources.

Sources of English Exposure and Emerging Linguistic Identity

Understanding participants' code-switching is easier in light of their exposure to English. The Generation Alpha children in this study are situated in a variety of language-learning contexts, including digital media, peer interaction, school, and the Cerdas Desaku Village Library. As a result, the English phrases Generation Alpha children use daily may come from various sources. Thus, it is important to view participants' language practices as part of a developing multilingual repertoire. Generation Alpha children's speech illustrates how language resources learned in many contexts can become available during regular contact, rather than treating Indonesian and English as entirely distinct systems.

This perspective aligns with studies that show the relationship between Generation Alpha children's code-switching and their interactional environment, linguistic experience, and proficiency. While Gross et al. (2019) showed that Generation Alpha children's switching behavior was linked to both individual traits and interlocutor behavior, Smolak et al. (2019) discovered that exposure and proficiency contributed differently to code-switching patterns among bilingual groups.

Therefore, the results imply that participants' English use should not be taken as proof of English supremacy. Rather, in Indonesian-dominant communication,

English seems to serve as an extra language resource that Generation Alpha children might choose to use. Taken together, the results show that Generation Alpha children's code-switching between Indonesian and English can be viewed as a social and communicative tool. Three main trends show up.

1. First, it seems that the participants switch primarily through brief lexical or phrasal statements that are included in Indonesian conversations. This implies that English has entered their linguistic repertoire without displacing Indonesian as the primary language used for daily communication.
2. Second, switching seems to be used for specialized communicative functions, such as activity-related expressiveness, interaction management, appraisal, and emphasis. This corroborates earlier studies showing that linguistic, conversational, and interactional aspects affect Generation Alpha children's code-switching.
3. Third, interpersonal meaning may be enhanced by switching. Generation Alpha children can convey excitement, humor, support, or familiarity with classmates using shared English expressions. This supports the claim that, rather than being viewed as merely a structural fusion of two languages, Generation Alpha children's code-switching should be understood in its social context.

All things considered, the results lend credence to a sociolinguistic interpretation in which Generation Alpha children's code-switching between Indonesian and English reflects their involvement in increasingly multilingual settings. English usage does not always mean that Indonesian is being supplanted. Instead, Generation Alpha children seem to use certain English resources in Indonesian-dominant interactions based on the social and communicative needs of specific contexts.

Because Generation Alpha children's language experiences go beyond the conventional confines of family and school, this discovery is especially important. Generation Alpha children can encounter, acquire, repeat, and eventually incorporate English expressions into daily conversation in new places offered by community literacy initiatives and digital contexts.

Table 2. Contextualized Summary of Findings

Observed pattern	Interactional evidence	Communicative function	Interpretation supported by the data
Word-level switches	English items embedded in Indonesian-dominant interaction	Activity reference/interaction management	English functions as an available linguistic resource within the interaction
Phrase-level evaluation	Expressions such as <i>so easy</i> and <i>very interesting</i> accompany evaluative	Evaluation/emphasis	English contributes to the formulation of the evaluation; stronger claims about social

	statements.		meaning require contextual evidence.
Positive expressions	<i>Good job</i> occurs following task completion	Positive evaluation	The expression performs supportive evaluation; claim peer solidarity only when interactional evidence supports it.
Interaction-management expression	<i>Wait</i> occurs during an ongoing literacy activity	Regulation of the interaction	The switch functions as a discourse-management resource
Multiple exposure reports	Participants reported encountering English through school, media, or literacy activities	Possible source of lexical resources	These contexts provide reported exposure but do not establish bilingual proficiency.

CONCLUSION

This study examined how Generation Alpha children taking part in literacy activities at the Cerdas Desaku Village Library switched between Indonesian and English. English mostly appeared as brief word- and phrase-level switches, with Indonesian making up most observed interactions. The switches occurred during evaluation, activity reference, and interaction management. The results also demonstrate that a switch's meaning cannot be inferred solely from its English expression. Interpreting the communicative and interpersonal significance of the switch requires consideration of the interactional context, the activity being performed, the relationship between participants, and the responses surrounding the switch. The evidence does not support treating individual switches as direct proof of bilingual proficiency or a developing multilingual competence, even though some English expressions served as shared resources in peer interaction.

As a result, the study offers a context-sensitive explanation of how kids switch between Indonesian and English in a community literacy context. By looking at more interactional contexts and integrating discourse analysis with separate language proficiency tests, future studies could expand this analysis. Such studies would shed light on how children's English resources evolve in peer, school, community, and digital contexts.

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