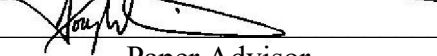


CODE-SWITCHING IN EFL CLASSES
WITHIN BILINGUAL PRIMARY SCHOOLS IN CHINA

Approved:  Date: 5/7/2024
Paper Advisor

Suggested content descriptor keywords:

Code-switching
Bilingual Education
English as a Foreign Language (EFL)
First Language (L1)
Second Language (L2)

CODE-SWITCHING IN EFL CLASSES
WITHIN BILINGUAL PRIMARY SCHOOLS IN CHINA

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

Laiyan Wang

2024

ACKNOWLEDGMENTS

I am immensely grateful to my advisor, Dr. Kory Wein, for his invaluable support and guidance through every step of my seminar paper. His expertise and dedication have been a cornerstone of my work.

I am also deeply thankful to Dr. Yuanyuan Hu for being an incredible source of general guidance, offering me explicit directions to complete my work on schedule.

A special thanks to all my professors for helping me build my academic skills from the ground up, and to Ryann Klein at the Writing Center at the University of Wisconsin-Platteville for helping me work with my paper revisions.

Most importantly, I am forever grateful to my family for their endless love and support.

Abstract

CODE-SWITCHING IN EFL CLASSES WITHIN BILINGUAL PRIMARY SCHOOLS IN CHINA

Laiyan Wang

Under the Supervision of Dr. Kory Wein

Some researchers stress that EFL teachers should only use the target language in the classroom to ensure that learners are immersed as much as possible in the target language (Chaudron, 1988; Ellis, 1984; Turnbull & Arnett, 2002; Wong Fillmore, 1985). However, in Chinese bilingual primary schools, teachers often apply code-switching in their EFL classes, especially for younger students with limited English skills. Herk (2017) states that code-switching is a common phenomenon for people combining more than one language when communicating. This paper examines the role of code-switching in Chinese bilingual primary schools' EFL classrooms. It reviews the literature to assess the advantages and disadvantages of code-switching and explores strategies for its effective application. The study can inform teachers on optimizing code-switching in bilingual education to enhance learning outcomes.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	i
TITLE PAGE	ii
ACKNOWLEDGMENTS	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
CHAPTER	
I. INTRODUCTION	1
Statement of the Problem.....	1
Definition of Terms.....	2
Purpose of the Study	2
Significance of the Study	3
Methodology	3
II. REVIEW OF LITERATURE.....	4
The Limitations of Code-switching in the EFL Classroom.....	4
The Efficacy of Code-switching in the EFL Classroom.....	6
The Ways to Efficiently and Effectively Implement Code-switching.....	10
Summary.....	14
III. CONCLUSIONS AND RECOMMENDATIONS	15
REFERENCES	17

Chapter I Introduction

The increasing significance of English proficiency globally has led to a surge in demand for English education in China. This demand is reflected in the popularity of bilingual education programs, with many affluent families choosing this option for their children at an early age. Recognizing the benefits of exposing their children to a bilingual environment, these families prioritize English education despite the increased cost. These parents think that because they spend more than public school parents on their children's education that teachers should expose their children to teaching models different from those used in public schools. Most of these parents hold strong opinions about code-switching (i.e., alternating between two or more languages) and believe that teachers should use only English in the classroom.

School administrators, similarly, place value on teaching in one language. A criterion of a good English teacher is their ability to conduct classes entirely in English. But even in bilingual schools, most teachers are Chinese, and code-switching is common during classes, especially when the children are incredibly young (e.g., in primary school) and their English proficiency is low or extremely low. It is hard for these children to understand and keep up with the content if only taught in English.

This paper aims to review the literature on code-switching, exploring the advantages and disadvantages of code-switching, and ways to use the practice effectively and efficiently in EFL classes within bilingual primary schools. This research can help teachers and scholars better understand code-switching and create a more adaptable and effective learning environment.

Statement of the Problem

This seminar paper will explore code-switching, its efficacy, and will attempt to answer the following questions:

- What are the limitations of incorporating code-switching in the EFL classroom within Chinese bilingual primary schools?
- Should Chinese bilingual primary school teachers incorporate code-switching in the EFL classroom? What are the benefits of implementing code-switching in EFL classes?
- How can teachers effectively and efficiently use code-switching?

Definition of Terms

Code-switching: “a common phenomenon when people who share more than one language get together and use two (or more!) languages (or ‘codes’) to communicate” (Herk, 2017, p. 158).

Bilingual Education: According to the US Dept. of Education, “the use of two languages, one of which is English, as medium of instruction . . . for the same student population, in a well-organized program which encompasses part or all of the curriculum, plus study of the history and culture associated with a student’s mother tongue” (Gaarder, 1970, p. 64).

English as a Foreign Language (EFL): “the study of English in contexts where the language used outside of the classroom is not English. Often the language employed outside of the classroom is the students’ primary language” (Reynolds et al., 2021, p.10).

L1: refers to a person’s first language or native language.

L2: refers to a person’s target language or second language—the language that a person is actively learning or trying to become efficient in.

Purpose of the Study

The main purpose of this study is to review the literature on code-switching to determine its limitations and efficacy in EFL classes in primary schools. Additionally, the paper will explore ways to implement code-switching effectively and efficiently to maximize student learning.

Significance of the Study

Bilingual education is becoming increasingly important in China and the world, and equipping teachers and other educators with a firm understanding of the principles, advantages, and disadvantages, as well as techniques associated with any facet of bilingual education is invaluable. With the increasing significance of English proficiency globally, whether to use code-switching in the classroom and how to use it effectively are questions worth exploring.

Methodology

This study employs a comprehensive literature review of the efficacy of code-switching, particularly as it relates to bilingual primary school teachers, the limitations of code-switching within the EFL classroom, and ways to implement code-switching efficiently and effectively.

Chapter II Review of Literature

The literature review examines existing research related to the practice and application of code-switching (CS) in English as a Foreign Language (EFL) classrooms within Chinese bilingual primary schools. This literature review explores the necessity, methods, and effectiveness of integrating code-switching into teaching methodologies within these specific contexts.

Code-switching refers to the phenomenon of selection, switching, and application of a language or a dialect in the communication process, reflecting the language application policy, strategy, and function. Many scholars have studied code-switching research and have made noteworthy progress. Code-switching is a common phenomenon in daily oral communication and an important topic of sociolinguistics (Gumperz, 1982). Yet despite its frequent usage, CS has been met with resistance by some. Some researchers stress that teachers should only use the target language in the classroom to make sure that learners are immersed as much as possible in the target language environment (Chaudron, 1988; Ellis, 1984; Turnbull & Arnett, 2002; Wong Fillmore, 1985). The first section of the literature review is about the limitations of code-switching in the EFL classroom.

The Limitations of Code-switching in the EFL Classroom

In a study done by Basirat and Shafiee (2016), the authors found that students had a positive attitude about code-switching in the EFL classroom, but they still recommend that students with a higher level of proficiency in the target language use the target language to communicate in the classroom as much as possible. The main reasons for not supporting the implementation of code-switching into target language learning include worries about reducing the exposure to the target language, the negative attitudes of proficient students toward code-switching, and the disapproval of code-switching by language teaching administrators.

The Worries about the Reduction of Exposure to the Target Language

Eldridge (1996) did not encourage students to use their first language (L1) in the class because he thought CS hindered second language (L2) acquisition. Thornbury (1999) asserted that CS can reduce the degree of exposure to L2 and present a negative language model for students. Similarly, Cook (2001) and Richards and Rodgers (2001) insisted that CS reduces the exposure to L2. Sert (2005) also found that CS can lead to lack of fluency in L2. Mokgwathi and Webb (2013) observed that code-switching did not contribute to developing the learners' English proficiency and confidence in speaking English.

Furthermore, some authors note that CS can constrain learning and have undesirable effects. Cui and Xie (2015) found that some teachers used too much CS, leading to a decreased proficiency in student's L2 learning; it is essential, they argue, for teachers to maintain a balance between both languages. Paramesvaran and Lim (2018) demonstrated that students' and teachers' perspectives on code-switching differ in terms of the students' level of proficiency. Teachers' code-switching practices during English classes facilitated but sometimes hindered students' proficiency in L2. Kumar et al. (2021) concluded that code-switching is viewed negatively despite its prevalence. Some people think CS is one of the barriers to learning the target language and mastering it. These researchers believe that when CS is used too much in L1, it will detrimentally impact student's acquisition of L2, posing a threat to the target language as learners mature. The findings indicate teachers should not be encouraged to use CS in spoken or written languages in the class. These researchers found a negative attitude toward the use of code-switching in English learning classrooms. Moreover, the researchers mentioned below have shared some negative perspectives on code-switching from proficient students in the EFL classroom.

The Negative Attitudes of Proficient Students towards Code-switching

Paramesvaran and Lim (2018) interviewed Miss Amira, a teacher who used code-switching to assist her students learn English. Some students found that CS assisted them in clearing up their confusion, improved their understanding, and grabbed their attention in their

English classes. However, not all students could benefit from these CS practices. Some found the code-switching confusing and were distracted from the content of the class. Proficient students especially find CS to be problematic. Language teaching administrators also have negative feelings about code-switching practices in EFL classrooms.

The Disapproval of Code-switching by Language Teaching Administrators

Mireya Garcia Cortés and Parks (2019) highlighted that a significant aspect behind restricting the use of code-switching is the pedagogical contract, which reflects the expectation of the Ministry curriculum that ESL teachers conduct their classes only in English. Behind this disapproval, as mentioned by Qian et al. (2009), code-switching can be applied in the classroom if teachers limit or select their use of L1 or use well-contemplated code-switching, but teachers should not habitually switch to L1 to explain themselves when they encounter obstacles.

Given the ongoing concerns about code-switching use, questions arise, such as whether Chinese bilingual primary school teachers should incorporate code-switching in the EFL classroom. Therefore, this section of the literature review examines the functions, efficacy, and effects of code-switching, addressing the questions Should Chinese bilingual primary school teachers incorporate code-switching in the EFL classroom? and What are the benefits of implementing code-switching in EFL classes? As stated by Shinga and Pillay (2021), if educators attempt to suppress students' native language, they may fasten onto the belief that certain languages and types of knowledge are more valuable than others. Although there are some limitations of code-switching, code-switching has many advantages as a teaching strategy, as evidenced by the research. The following review focuses on assessing the effectiveness of code-switching in EFL classrooms.

The Efficacy of Code-switching in the EFL Classroom

Past research on code-switching has identified three key dimensions, or functions, of its efficacy: academic, managerial, and interpersonal relationship.

Academic Functions

Eslami and Talebzdeh (2023) found that teachers' code switched for academic, managerial, and social functions. The authors went onto explain that academic functions of code-switching are about checking students' understanding, interpreting grammar rules, explaining the meaning of vocabularies, reviewing the contents of previous classes, correcting mistakes, teaching cultural knowledge, implicit expressions, and filling the gap of teachers' unqualified English abilities. In the study conducted by the authors, six teachers participated. The researchers seriously observed and documented these teachers' classes from beginning to end. After the classes finished, the researchers interviewed the teachers immediately with a stimulated recall technique about the reasons and functions of the code-switching practices they had used during the class. The authors clarified the first broad function found in this study is curriculum access to help students understand the lesson better:

- Constructing scaffolding knowledge: Teachers use CS to explain and elaborate the lesson
- Emphasizing: Teachers use CS to emphasize the importance of something
- Reiterating: Teachers use CS to repeat an utterance
- Clarifying: Teachers clarify a statement with CS
- Checking for comprehension: Teachers check students' understanding with CS
- Pointing out the obvious facts: Teachers point out clear meaning of something with CS

Hafid and Margana (2022) used an ethnographic approach to collect data through observation, interviews, and recordings. Analysis used qualitative descriptive methods, showing that code-switching has many functions including facilitating knowledge acquisition and curriculum accessibility. Code-switching can include scaffolded content lessons, concept understanding, topic recalling, description, interpretation, and feedback.

Murtiningsih et al. (2022) used a qualitative case study using in-depth interviews and observations as data origins. They had as participants two EFL teachers with at least 10 years of code-switching teaching experience. The study revealed that EFL teachers use code-switching to deliver content and adapt to the context, particularly when introducing new topics to students. Many students feel using their native language to discuss a new topic is easier to understand. It would make teaching and learning processes more efficient. For students with a lower level of English proficiency, code-switching can be adapted to students' lack of proficiency in the target language. As a result, students can combine new knowledge and old knowledge.

Sastra and Adriyanti (2022) did a study using mixed method design with five English teachers as participants. A questionnaire was distributed, and an interview was conducted to collect data related to the teachers' perception of CS. The result showed that most teachers had positive perception in relation to using code-switching in class.

According to Zaghlool and Altamimi (2023), teachers and students both agreed with using CS to help students understand unfamiliar topics. Teachers and students stress that CS is an effective strategy in learning new grammatical structure.

Managerial Functions

Eslami and Talebzadeh (2023) believed that the second function of code-switching is classroom management. Teachers sometimes use code-switching. The authors stated that code-switching can help teachers manage class issues and students' behaviors in a variety of ways:

- Encouraging students: Teacher encourage students with CS
- Relaxing the mind: Teachers change the vibe of the class to prevent fatigue
- Drawing students' attention: Teachers draw students' attention on important tasks
- Giving instructions: Teachers give instructions of tasks and activities

- Confirming and checking: Teachers confirm with CS about something has been said or asked
- Controlling students' behaviors: Teachers control students' talk, actions, and attitude with CS
- Dealing with latecomers: Teachers communicate with latecomers with CS
- Speaking to a particular student: Teachers address with one specific student
- Inviting students to participate: Teachers ask students to engage in class activities

Furthermore, Sastra and Adriyanti (2022) found that 84% of the teachers who used CS had positive perception in relation to classroom management.

The result of the study of Hafid and Margana (2022) also showed CS has a function in classroom management in that it can develop students' self-awareness and discipline, catch their attention, and give a warning with reprimanding or scolding.

Murtiningsih et al. (2022) found that CS helps students understand instructions. Without CS, teachers sometimes must speak slowly, which wastes teaching and learning time. Likewise, teachers use CS to more easily and more strongly reprimand students or express their dissatisfaction with student behavior.

Interpersonal Functions

Sastra and Adriyanti (2022) found that 80% of teachers who used CS had a positive perception in relation to interpersonal relations.

The result of the study of Hafid and Margana (2022) also showed a function of CS improving interpersonal relationship. Teachers can use CS to help them negotiate, make a joke, praise students, etc.

Murtiningsih et al. (2022) asserted that CS is a pedagogical strategy, fostering interconnectedness between teachers and students, thereby nurturing social relationships between them. If teachers use CS to make the EFL class more relaxed and informal, students

will feel more comfortable and have a more positive attitude, which, in turn, will lead to better academic achievement. Another finding by the authors showed that teachers use CS to build good social interaction with students. Sometimes teachers use jokes to create a relaxed classroom environment. Also, the authors highlighted that CS could help teachers to build a closer bond with students. Moreover, the good relationship between teachers and students freely using their native language to express their ideas can motivate students and make them more confident during the learning process.

Interpersonal relations, as revealed in the study by Eslami and Talebzadeh (2023), are a part of the third function of CS, which is creating a friendly environment in the class. With CS application, teachers create empathy and build rapport with students. The authors found that code-switching for teachers can also be used as a social tool to add humor to their lessons, build solid relationships with students, and praise students directly.

Zaghlool and Altamimi (2023) indicated that teachers and students both believe that CS increases student-teacher interaction, activates the atmosphere of the class, avoids misunderstanding between teachers and students, elicits better responses from students, and fills gaps in a classroom conversation.

From facilitating knowledge acquisition, managing classroom effectively, and building positive teacher-student relationships, code-switching has become a universal tool for teaching English. While some argue against code-switching due to its perceptual barrier on second language acquisition and proficiency development, others stress the need for a balanced approach to maintain language immersion and foster a positive learning environment.

The Ways to Efficiently and Effectively Implement Code-switching

To figure out the ways to implement code-switching efficiently and effectively, the first step is to identify factors that influence its implementation.

Factors Influencing the Implement of Code-switching

From a school's expectations of students to the teacher's confidence in code-switching, there are many factors that impact the positive impact of CS in the classroom, thereby making it a challenge to successfully implement. According to Nagy and Robertson (2009), the below factors influence code-switching in the class:

- External factors: The course, exams, expectations from the school, the attitudes of the head-teacher, colleagues, parents, and the political side
- Internal factors (teacher-related): Professional background, training experiences, proficiency level in English, self-confidence, beliefs about and attitudes towards English
- Internal factors (learner-related): Learner's age, learning ability, proficiency level, motivation, attitude towards English
- Internal factors (context-related): The stage in the lesson and the nature of the task or activity
- Internal factor (practice of language): The degree to which language use is formulaic or predictable in context. (p. 85)

The results of the study of Eslami and Talebzadeh (2023) also revealed that there are some factors influencing teachers' code-switching practices, including students' limited English proficiency, teachers' opinions of code-switching, the types and the difficulty level of language skills, and lack of exposure to English. The authors stated that teachers' and learners' positive attitude toward the application of CS can affect all the stakeholders, including learners, parents, policy makers, institute managers, supervisors, etc., all of whom tend to impose a blind policy of using only the target language without considering the context of use, the level of the learners, and the many possible justifications and benefits of using a healthy dose of the native language in the classroom.

Among these factors, students' limited English proficiency is the pivotal one because

when educators use code-switching to teach students with lower-English learning proficiency, those students will understand the course content better (Jingxia, 2010; Makulloluwa, 2013; Momenian & Samar, 2011).

To implement code-switching efficiently and effectively, teachers should learn the factors influencing the implementation of code-switching.

Establish Clear Awareness of Code-switching

Kaushanskaya and Crespo (2019) found that there was no evidence showing that exposure to two languages is harmful to language outcomes in bilingual children. However, the authors indicated that constructing a bilingual language environment may be more beneficial for the children who have difficulty learning a second language.

Based on the limitations that Eslami and Talebzadeh (2023) found, the researchers suggested that teachers understand that code-switching is a useful tool for teaching English and is a beneficial part of the discourse of the class. Teachers, they argued, do not need to be ashamed of code-switching practices in their classes.

Based on an understanding of the influencing factors of code-switching practices and a clear awareness of its use, the following research focuses on strategic utilization of code-switching.

Use Code-switching Strategically

Kumar et al. (2021) concluded that there is a negative attitude of regarding code-switching and stated some methods to overcome its limitations:

- Bilingualism has a small but significant impact on language education.
- A second language should be widely used in our local environment because learners rarely speak and apply their second language outside the classroom.
- Bilingualism can be used as a teaching strategy in classrooms where students share their first language.

- It is beneficial and effective to use bilingualism in English classes. However, English should be the primary mode of communication.
- If used properly, bilingualism does not detract from students' motivation to learn.

Cui and Xie (2015) found that CS was beneficial for several reasons, including boosting learners' motivation, reinforcing their pragmatic cultural identity, providing comprehensible pragmatic input for teachers, moving away from error-avoidance learning approaches, and promoting equal opportunities for language use. Learners, they asserted, could improve their English learning by implementing code-switching.

Teachers can provide guidance and explanations in English, supplemented by gestures and visual effects (Gilead, 2016). This method is suitable for students of different English levels. Students with higher proficiency levels will be involved when the course meets their needs; at the same time, average and low-level students will be able to understand the input being delivered thanks to the help of gestures and vision.

Considering the dual nature of code-switching identified by Paramesvaran and Lim (2018), teachers should exercise caution when implementing code-switching in the teaching process, balancing its potential benefits with potential limitations. Thus, code-switching should be carried out appropriately in English classes to adapt to students' learning and enable primary school students to maximize the use of the target language. In future English lessons, teachers can also try to relate what is being taught to previous learning to ensure they understand the input provided. By using examples students are familiar with, teachers can reduce the use of code-switching in English lessons.

Recognizing the significance of code-switching is the initial step. Eslami and Talebzadeh (2023) emphasized that delving into the necessity, methods, and effectiveness of integrating code-switching into teaching methodologies within these specific contexts far outweighs any sense of guilt regarding CS practices or the avoidance of CS altogether in the classroom.

Finally, bilingual schools also bear the responsibility of assisting EFL teachers in using code-switching more efficiently and effectively.

Professional Development for Teachers

Qian et al. (2009) noted that sudden changes in language behavior among teachers do not occur instantaneously. Instead, a teacher's language behavior evolves together with the development of students' language proficiency. The importance of emphasizing teachers' capacity to adapt to students' linguistic abilities should be underscored in teachers' training programs. Eslami and Talebzadeh (2023) found that code-switching is an effective teaching strategy and also advocated that it be added to teacher training programs. The authors also pointed out that helping teachers consider students' diverse needs, adjusting code-switching practices accordingly, and viewing code-switching as impactful to the EFL class are crucial steps towards creating an inclusive and effective language learning environment.

Summary

Based on the literature, we can draw the conclusion that code-switching should be included in the teaching and learning process. If educators try to exclude language learners from their mother tongue, they can make learning a second language more difficult. Several factors influence the practice of code-switching, and when teachers systematically consider factors such as learners' age, proficiency, and the complexity of the lesson, they can implement code-switching as a useful pedagogical strategy. The three primary functions of code-switching—academic, managerial, and interpersonal—facilitate smoother teaching for educators and enhanced learning experiences for students.

Chapter III Conclusions and Recommendations

The rising demand for English education in China, particularly among affluent families, has led to the popularity of bilingual programs. These families prioritize bilingual environments despite the higher costs, expecting teachers to use only English in the classroom. School administrators also emphasize English-only instruction as a criterion for teacher quality. However, many teachers, mostly Chinese, often code-switch, especially with young learners who have limited English proficiency, posing challenges for students trying to grasp the content solely in English, particularly in primary school settings. Looking at the current research on code-switching (CS) in English as a Foreign Language (EFL) classrooms within Chinese bilingual primary schools reveals the challenges and benefits of CS. This paper highlights the necessity of understanding the complexities of integrating code-switching into teaching methodologies.

The limitations of code-switching in the EFL classroom, as explored in the first section, highlight concerns about possible reduced exposure to the target language, negative attitudes among proficient students, and disapproval from language teaching administrators (Basirat & Shafiee, 2016; Cook, 2001; Cui & Xie, 2015; Eldridge, 1996; Kumar et al., 2021; Mireya Garcia Cortés & Parks, 2019; Mokgwathi & Webb, 2013; Paramesvaran & Lim, 2018; Qian et al., 2009; Richards & Rodgers, 2001; Sert, 2005; Thornbury, 1999). However, the literature reveals that code-switching can be an effective teaching strategy and presents a compelling case for its strategic integration. Academic, managerial, and interpersonal functions of code-switching contribute to improving students' learning experiences and language acquisition (Eslami & Talebzdeh, 2023; Hafid & Margana, 2022; Murtiningsih et al., 2022; Sastra & Adriyanti, 2022; Zaghlool & Altamimi, 2023).

Moreover, factors influencing the implementation of code-switching were identified, including external and internal factors. Below are some recommendations provided based on relevant factors:

- School expectations—Teachers, bilingual school administrators, parents, students, and educational institutions should all strive to enhance their understanding of code-switching. Moving forward, educational institutions should create a supportive environment that recognizes code-switching as a valuable teaching tool for improving English learning outcomes in bilingual primary schools in China.
- Teacher confidence—teachers should adopt strategic practices, adapt to student needs, research code-switching research, and foster collaboration between teachers and students.
- Learner proficiency—teachers should consider the students’ English proficiency to determine when to use code-switching. For higher proficiency students, teachers should only use code-switching to manage the class and build interpersonal relationships. On the other hand, teachers should also use code-switching to provide background on new topics with lower proficiency learners.
- Contextual factors—In addition, educational institutions should offer professional development and integrate code-switching into teacher training programs to support teachers using code-switching more scientifically.

This seminar paper advocates for a balanced approach to code-switching. Teachers are encouraged to harness its benefits while being mindful of its potential limitations. Through strategic utilization of code-switching, educators can foster a more engaging learning environment, thus facilitating students’ proficiency in English.

References

- Basirat, M., & Shafiee, E. (2016). The use of code-switching in EFL classrooms: A survey study. *Language Studies*, 1–12.
https://www.researchgate.net/publication/356209821_The_Use_of_Code-Switching_in_EFL_Classrooms_A_Survey_Study
- Chaudron, C. (1988). *Second Language Classrooms. Research on Teaching and Learning*. Cambridge University Press, 40 West 20th Street, New York, NY 10011.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402–423. <https://doi.org/10.3138/cmlr.57.3.402>
- Cui, L., & Xie, X. (2015). A study of Chinese second-year English majors' code-switching phenomenon in comprehensive English course from the perspective of interlanguage. *Theory and Practice in Language Studies*, 5(2), 364.
<https://doi.org/10.17507/tpsl.0502.17>
- Eldridge, J. (1996). Code-switching in a Turkish secondary school. *ELT journal*, 50(4), 303–311.
- Ellis, Rod. (1984). *Classroom second language development: a study of classroom interaction and language acquisition / Rod Ellis*. Pergamon Press.
- Eslami, M., & Talebzadeh, H. (2023). Switches that count: Perceived functions of university instructors' code-switching practices in English major undergraduate content versus language classes. *Journal of Language Horizons*, 6(4), 51–79.
<https://doi.org/10.22051/lghor.2022.36105.1492>
- Gaarder, J. M., & Christie, N. (1970). Sociology of English bilingual schools in the United States. *International Review of Education*, 16(1), 64.
- Gilead, Y. (2016). Code-switching functions in modern Hebrew teaching and learning. *Journal of Jewish Education*, 82(4), 268–292.
<https://doi.org/10.1080/15244113.2016.1235874>

- Gumperz, J. J. (1982). *Language and social identity*. Cambridge, UK: Cambridge University Press.
- Hafid, H., & Margana, M. (2022). Code-switching practices in multilingual classrooms: Exploring pedagogical functions. *Al-Ishlah: Jurnal Pendidikan*, *14*(2), 2551–2562. <https://doi.org/10.35445/alishlah.v14i2.1326>
- Herk, V. G. (2017). *What is sociolinguistics?* John Wiley & Sons.
- Jingxia, L. (2010). Teachers' code-switching to the L1 in EFL classroom. *The Open Applied Linguistics Journal*, *3*(1), 10–23. <https://doi.org/10.2174/1874913501003010010>
- Kaushanskaya, M., & Crespo, K. (2019). Does exposure to code-switching influence language performance in bilingual children? *Child Development*, *90*(3), 708–718. <https://doi.org/10.1111/cdev.13235>
- Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness of code-switching in language classroom in India at primary level: a case of L2 teachers' perspectives. *Pegem Journal of Education and Instruction*, *11*(4), 379–385.
- Makulloluwa, E. (2013). Code-switching by teachers in the second language classroom. *International Journal of Arts & Sciences*, *6*(3), 581–598.
- Mireya Garcia Cortés, O., & Parks, S. (2019). Teachers' perceptions and use of code-switching in core ESL classes in Quebec elementary schools. *Canadian Modern Language Review*, *75*(1), 23–39. <https://doi.org/10.3138/cmlr.2017-0099>
- Mokgwathi, T., & Webb, V. (2013). The educational effects of code-switching in the classroom – benefits and setbacks: A case of selected senior secondary schools in Botswana. *Language Matters*, *44*(3), 108–125. <https://doi.org/10.1080/10228195.2013.839734>
- Momenian, M., & Samar, R. G. (2011). Functions of code-switching among Iranian advanced and elementary teachers and students. *Educational Research and Reviews*, *6*(13), 769–777.

- Murtiningsih, S. R., Munawaroh, M., & Hidayatulloh, S. M. (2022). Code-switching in EFL classrooms: Factors influencing teachers to use code-switching and its types used in the classrooms. *Journal on English as a Foreign Language*, 12(2), 318–338.
<https://doi.org/10.23971/jefl.v12i2.3941>
- Nagy, K., & Robertson, D. (2018). Target Language Use in English Classes in Hungarian Primary Schools. In *First Language Use in Second and Foreign Language Learning* (pp. 66–86). Multilingual Matters. <https://doi.org/10.21832/9781847691972-007>
- Paramesvaran, M. D., & Lim, J. W. (2018). Code-switching practices in a Malaysian multilingual primary classroom from teacher and student perspectives. *Indonesian Journal of Applied Linguistics*, 8(2), 254–264.
- Qian, X., Tian, G., & Wang, Q. (2009). Codeswitching in the primary EFL classroom in China – Two case studies. *System (Linköping)*, 37(4), 719–730.
<https://doi.org/10.1016/j.system.2009.09.015>
- Reynolds, K. M., Dikilitaş, K., & Close, S. (2022). *Introduction to TESOL: Becoming a language teaching professional*. Wiley-Blackwell.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Sastra, P. A. S., & Adriyanti, K. Y. (2022). English teachers' perception and strategies towards the use of code-switching in teaching EFL young learners. *Acitya*, 4(1), 25–39. <https://doi.org/10.30650/ajte.v4i1.2289>
- Sert, O. (2005). The functions of code-switching in ELT classrooms. *The Internet TESL Journal*, 11(8), 1–6.
- Shinga, S., & Pillay, A. (2021). Why do teachers code-switch when teaching English as a second language? *South African Journal of Education*, 41(Supplement 1), S1–S7.
<https://doi.org/10.15700/saje.v41ns1a1934>

- Temesgen, A., & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and motivations. *Cogent Education*, 9(1).
<https://doi.org/10.1080/2331186x.2022.2124039>
- Thornbury, S. (1999). *How to teach grammar*. Longman.
- Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204–218.
<https://doi.org/10.1017/s0267190502000119>
- Wong-Fillmore, L. (1985). When does teacher talk work as input. In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition*, 17-50. Rowley, MA: Newbury House Publishers.
- Zaghlool, Z. D., & Altamimi, N. M. (2023). Saudi EFL teachers' and students' perceptions towards using English-Arabic code-switching as a teaching and learning strategy. *Journal of Language Teaching and Research*, 14(4), 1049–1057.
<https://doi.org/10.17507/jltr.1404.23>