UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

Code-switching, a Teaching and Learning Strategy for EFL Intermediate Level Classrooms

Trabajo de titulación previo a la obtención del título de Licenciada en Ciencias de la Educación en Lengua y Literatura Inglesa

Autora:

Michaell Angélica Ordóñez Calle

CI: 0106784804

Correo electrónico: micalle1698@gmail.com

Tutora:

Adriana Patricia Mora Jaramillo

CI: 0103089828

Cuenca, Ecuador

15-diciembre-2021

Resumen

El tema que este estudio aborda es el debate sobre el uso de la lengua materna en clases de Inglés como Lengua Extranjera. Para ello, la siguiente síntesis investigativa tiene como objetivo analizar el impacto del uso de *Cambio de Código (CC)* en el rendimiento académico de los estudiantes en clases de inglés a un nivel intermedio, mediante el análisis de 3 aspectos: los efectos, las actitudes y percepciones de profesores y alumnos y las funciones del CC. Se explicó algunas teorías referentes al uso del idioma nativo en clases de Inglés como Lengua Extranjera y una revisión de literatura de estudios anteriores sobre el tema. El análisis de los 22 estudios empíricos demostró los siguientes resultados: primero, el CC tiene un impacto positivo en los estudiantes ya que puede considerarse una buena estrategia de enseñanza para resolver problemas pedagógicos comunes y porque facilita la comprensión de las lecciones. Segundo, los profesores y estudiantes tienen actitudes positivas frente al uso del CC mientras sean conscientes de la razón por las que lo usan en clases y los beneficios que conlleva. Por último, algunas de las funciones de CC más comunes son la presentación y comprensión de nuevo vocabulario, la construcción de conocimientos de contenido, la creación de oportunidades para practicar la lengua en un entorno social y amistoso y la mejora del manejo del aula de clases. Estos resultados llevaran a romper el estigma entorno al uso de la primera lengua en la enseñanza del Inglés como Lengua Extranjera y a la aplicación adecuada de CC con estudiantes de nivel intermedio para mejorar su rendimiento académico.

Palabras clave: Cambio de código. Primera lengua. Lengua nativa. Clases de inglés como lengua extranjera. Nivel intermedio.

Abstract

The issue that this study addresses is the debate of using L1 in EFL classroom environments. For this, the following research synthesis aims to analyze the impact of using code-switching (CS) in students' academic performance in EFL intermediate level classrooms by analyzing 3 aspects: the effects, teachers' and students' perceptions and attitudes, and the functions of CS. Some theories regarding the L1 in EFL classes and the literature review were explained. The 22 empirical studies demonstrated the following results: first, CS impacts positively on students as it can be considered a good teaching strategy to solve common pedagogical issues and because it makes lessons easier to understand. Second, teachers and students hold positive attitudes towards CS since they are aware of the reasons behind its use in class and the benefits that it carries. Finally, some of the common functions of CS are introducing and understanding vocabulary, constructing content knowledge, creating opportunities to practice the language in a friendly and social environment, and enhancing classroom management. These results will lead to break the stigma around the use of L1 in EFL contexts and the proper application of CS with intermediate level students to enhance their academic performance.

Keywords: Code-switching. First language. Native language. EFL classes. Intermediate level.

Table of Contents

List of tables and illustrations

Cláusula de licencia y autorización para publicación en el Repositorio Institucional

Michaell Angélica Ordóñez Calle, en calidad de autora y titular de los derechos morales y patrimoniales del trabajo de titulación "Code-switching, a Teaching and Learning Strategy for EFL Intermediate Level Classrooms", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 15 de diciembre de 2021

Michaell Angélica Ordóñez Calle

C.I: 0106784804

Cláusula de Propiedad Intelectual

Michaell Angélica Ordóñez Calle, autora del trabajo de titulación "Code-switching, a Teaching and Learning Strategy for EFL Intermediate Level Classrooms", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 15 de diciembre de 2021

Michaell Angélica Ordóñez Calle

C.I: 0106784804

Acknowledgments

I would like to express my sincere gratitude to my thesis tutor, Mg. Adriana Mora, for her constant guidance and support through each stage of the process. I have benefited greatly from her insightful feedback and meticulous editing. I would also like to extend my appreciation to all of those who have directly or indirectly guided me in this research synthesis.

Very special thanks to my grandparents, for their encouragement and support throughout this writing process. To my mom, and brothers for keeping me motivated, for cracking some jokes when I was feeling overwhelmed, and for their assistance when I have wrestled with writer's block.

Finally, I would not have completed this project without the inspiration, contribution, and happy distractions of my friends. Their midnight suggestions, responses, and interest in the topic contributed to the final form of this paper.

Introduction

Code-switching (CS) is the back and forth alternation between bilingual speakers' first language and target language (Grant & Nguyen, 2017) that occurs when the speakers have enough linguistic knowledge of the languages involved, but it does not have a correlation with the proficiency level of them (Keller, 2016). Being a phenomenon extremely common in multilingual settings and among bilinguals (Shay, 2015), EFL teachers and linguists started to wonder if its use could be beneficial or otherwise pejorative as a teaching or learning strategy in EFL classes (Jingxia, 2010). Since then, the use of CS in Second Language Acquisition (SLA) has been studied and analyzed from different perspectives.

This research synthesis aims to fill a gap in the research literature by assessing the impact that CS has on EFL intermediate level classroom students. This study could benefit EFL teachers in our context, and for this, three research questions were established:

 1. What are the effects of using code-switching in the enhancement of learners' academic achievement?

2. What are teachers' and students' attitudes and perceptions toward the use of code-switching in EFL classrooms?

3. What are the most effective functions of code-switching found in intermediate EFL classrooms?

In order to complete this research synthesis, several empirical studies were collected from online databases following different selection criteria; 21 in total were analyzed and categorized to answer the research questions and to draw conclusions and recommendations.

This study has been divided into 6 parts. The first chapter is the description of the research, including the background, statement of the problem, rationale, objectives, and research

questions. The second chapter, the theoretical framework, presents important terms to understand and avoid misconceptions of similar definitions that are relevant for this study. Moreover, theories, approaches of the use of CS in EFL classrooms, and frameworks to categorize the functions of CS are explained. The third chapter corresponds to the literature review which covers the most important findings and conclusions of previous studies on CS. In the fourth chapter, the methodology is explained, including the type of study, selection criteria, key terms, and names of the databases from where the information was retrieved. The data analysis is found in the fifth chapter. This section is divided into different categories that allow answering each research question. Finally, the sixth chapter presents conclusions and recommendations drawn from the findings in the analysis chapter and connections with the theoretical framework.

CHAPTER I

DESCRIPTION OF THE RESEARCH

1.1. Background

Teachers and researchers of English as a Foreign Language (EFL) have always been pondering if students' first language should be employed in the classroom for either instructional purposes, means of communication among peers, or in teacher-student interactions (Hall & Cook, 2012). Similar to any other subject, there are authors, theories, and studies in favor and against this method.

Authors such as Halliwell (1992) and Carrasquillo (1994) have argued about the multiple benefits of teaching English using exclusively the target language. For instance, it offers greater input, indirect learning, and real communication. These results were well-founded when teaching approaches such as the Grammar Translation Method started losing their credibility, and other authors invalidated the use of the mother tongue (MT) to teach a foreign language and proved its incompetence in leading the learners to real communication (Conti, 2016). As a result, those findings were conducted to the implementation of new approaches involving only-target-language policies that took place in schools and language institutions.

Over the last 40 years, researchers of the bilingualism phenomenon started to place the mixing or combination of languages performed by multilingual speakers in the spot of their studies. Simultaneously, this common behavior found in bilingual people has led to multiple studies in the field of second language acquisition (SLA) (Jalal, 2010). Thereafter, the mixing of the target language (TL) with the learners' native language (NL) has been studied from sociolinguistic, anthropology, and psycholinguistic approaches, while the language teaching field

has put its attention towards this trend within EFL lessons. (Kootstra, Van Hell, & Dijkstra, 2009).

This combination of two or more languages or codes produced during a communication exchange has been defined by experts through different terms such as translanguaging, code-switching (CS), and code-mixing (CM), and each one of them refers to mixing two or more languages, but they have different features. For instance, *translanguaging* involves the way "bilingual children and adults use a full repertoire of linguistic resources to communicate with each other" (Lubliner & Grisham, 2017, p.1). One important feature that makes translanguaging different from the other terms is that it considers the two languages a big linguistic set (Garcia & Kleyn, 2016). Second, code-switching (CS), a term well recognized in pragmatics and linguistics, has been defined as "the successive alternate use of two different language codes within the same discourse" (Diebold, 1961 as cited in Forgas, 2012, p.141), in which the alternation is done consciously. Finally, code-mixing (CM) is a term that has been used regularly as a synonym for CS. However, recent research defines it as the use of two or more languages to the point that a new third code emerges (Liu, 2008).

The term code-switching (CS) was coined by Vogt in 1954, but it was not until the 1970s when it began to receive attention as a solely independent topic (Stell & Yakpo, 2015). As with any other important term that has traveled through a variety of scholarly perspectives, it has been feasible to find different definitions. However, one concept has globalized a general idea of what CS means, Eastman (1997) proposed that CS is "the alternative use by bilinguals of two or more languages in the same conversation" (p. 7). Therefore, CS is considered a characteristic of bilingualism in which the bilingual person swaps consciously between two languages in a single conversation to convey meaning and generate appropriate communication.

Similarly, in the EFL acquisition field, the use of CS by both students and teachers has arisen a non-ending debate (Nurhamidah, Fauziati, & Supriyadi, 2018). In the 1980s, CS started to be perceived as a teaching strategy (Jingxia, 2010) and as any new proposal, it received contradictory reactions. Nurhamidah, et al. (2018) explained that "to some extent, it is believed that code-switching is such a help for both teachers and students in achieving the learning target while to some party the use of code-switching is not more than a hurdle" (p. 79). Thus, it is uncomplicated to find literature that supports both points of view in this discussion.

1.2. Statement of the problem

Even though learning English as a Foreign or Second Language (EFL/ESL) may never allow students to achieve simultaneous first language bilingualism (2L1), the goal of EFL classes is to create students fluent enough in the L2 so they are able to communicate with English speakers, and sometimes to even become bilinguals. Therefore, similar to 2L1 bilinguals, for foreign English speakers, "L2 CS should not be considered a linguistic deficiency where language mixing occurs because the individual cannot maintain monolingual communication" (Koronkiewicz, 2018, p. 2).

As the world becomes globalized, the use of CS should not be considered less or pejorative, on the contrary, advocates state that it is an advantage all multilingual people should seize (TED, 2016). If that is the case, CS used by teachers and students should not be a reason of undermining the learning process or denying fostering acquisition in a second language (L2) (Chambers, 1991; Halliwell & Jones, 1991); but an important strategy that helps learners master their target language, even more, if the purpose of any language class is to mirror the real world in terms of communication (Macdonald, 1993 as cited in Jingxia, 2010).

One of the main characteristics of CS is that people who make use of it are either in some degree bilinguals or are in the process of becoming bilinguals (Keller, 2016). Moreover, Jingxia

(2010) claimed that it is not only impractical to exclude the L1 from the classroom, but it is also likely to deprive students of an important tool for language learning. This means that CS should be regarded as a common trait to be encouraged to be present in language classrooms as it is a scheme to assess the upgrading level of students' L2.

Advocates argue that CS facilitates language learning and creates a supportive classroom environment (Bhatti, Shamsudin, & Said, 2018; Nurhamidah, et al., 2018; Palmer, 2009; Selamat, 2016; Simasiku, Kasanda, & Smit, 2015). To illustrate, the New Concurrent Approach to Bilingual Instruction describes how code-switching "has been incorporated in bilingual communities and presents evidence to show that the fears commonly associated with the use of code-switching are largely unfounded" (Faltis, 1989, p.126). Likewise, the Bilingual Method justifies that the understanding of words and sentences in foreign languages can be made easier by using the mother tongue (Satya, 2018). In that way, meaningless parroting of the learning input is avoided (Butzkamm & Caldwell, 2008). In a naturalistic environment, CS is supported as a model to be used in EFL classrooms. This theory claims that teachers and students may switch between two or more languages for natural communicative purposes (Adriosh & Razı, 2019).

Considering the number of research studies about CS in EFL environments that are found in online databases, there have been some limitations. For instance, just a small number of them were carried out in Latin American context. Most studies focused on CS functions and benefits, but a smaller amount about teachers' and students' perceptions. On the other hand, the studies vary among each other in their methodology, participants, and results which allow us to have a better understanding of the actual functions of CS in learning settings and their effectiveness to improve students' academic competence (Suganda, Loeneto, & Zuraida, 2018). Under those circumstances, this research synthesis intends to organize the results and findings of the most recurrent functions that CS serves for both teachers and students, how these functions benefit the

learners in their academic performance, and the most common responses towards the implementation of CS in the classroom.

1.3. Rationale

Along my pre-service program, I have witnessed that despite being against the use of Spanish in EFL classes, teachers make use of CS, either for instructional purposes or just to talk and maintain a good rapport with the students. Different studies have proven that the use of CS is inevitable in EFL classrooms because it performs several unconscious functions for teachers and students (Adriosh & Razı 2019; Bhatti et al., 2018; Fareed, Humayun, & Akhtar, 2016; Hall, 2014; Nurhamidah et al., 2018).

Additionally, despite the educational language policies and classroom practices concerning the use of the MT in EFL classrooms that countries and institutions have for teachers to follow, CS is always present for instructional and social purposes within a classroom (Llurda, 2006; Spooner, 2017; Keller, 2016). Some studies mention that education policymakers should be acknowledging and legitimizing the implementation of code-switching (CS) as a secondary learning strategy "rather than dismissing its educational merits predicated by unfounded monolingual ideologies" (Ja'afar & Maarof, 2016, p. 220). Consequently, CS, as a teaching and learning strategy, is a critical issue that should be continually studied to grab the benefits that it might offer.

Code-switching (CS) has been proved to perform several roles within a teaching lesson; notwithstanding, they may change depending on the teacher and the learners involved. Hence, this research synthesis becomes an essential instrument for inquiring the most relevant and suitable literature that could determine the most common functions and perspectives towards the use of code-switching as a teaching and learning strategy. Likewise, if CS should be encouraged

to be used in an EFL educational environment. Finally, to establish if CS is a convenient tool or not to enhance the academic performance of EFL students.

1.4. Research Questions

With the previous background and rationale, this study aims to answer the following questions:

1. What are the effects of using code-switching in the enhancement of learners' academic achievement?

2. What are teachers' and students' attitudes and perceptions toward the use of CS in EFL classrooms?

3. What are the most effective functions of code-switching found in intermediate EFL classrooms?

1.5. Objectives

1.5.1. General Objective

To analyze the impact of code-switching in the teaching/learning process in EFL Intermediate level classrooms.

1.5.2. Specific Objectives

1. To identify the code-switching functions that have better benefits for students and teachers during EFL classes.

2. To describe teachers' and students' attitudes and perceptions towards the use of code-switching in an EFL classroom.

CHAPTER II

THEORETICAL FRAMEWORK

The use of the Native Language (NL) within English as a Foreign Language (EFL) classrooms is not a new concept or idea. Therefore, it is simple to assume the existence of several theories that either fundament or reject the use of code-switching (CS) as a teaching or learning strategy. In this theoretical framework, firstly, some important terms and concepts are defined. Then, it is given a short explanation of when and why code-switchers decide to use the two languages. The third point focuses on CS specifically employed in EFL classrooms. Finally, it is elucidated how CS may be beneficial for the learners of a foreign language and its use for soon-to-be bilingual people based on three different theories: The New Concurrent Approach, Community Language Learning, and Dodson's Bilingual Method.

2.1. Code-switching

The term 'code switching', 'code-switching', or 'codeswitching'(interchangeable without any difference) cannot be defined from only one perspective in the academic field since, from the very beginning, it was originated as a multidisciplinary term, as it does not only reflect a linguistic phenomenon, but also a psychological one (Vogt, 1954), and because language is always related to society, a sociolinguistic one.

Linguistically, code-switching (CS) is not limited to the mix of two languages (Krasina & Mahmoud, 2018), as the name implies and anyone with minimum knowledge of linguistic may think, but the term *code* has a more general meaning. According to the Cambridge Dictionary, *code* is defined as "a language or dialect (= a form of a language that people speak in a particular part of a country)" ("code", n.d.) which means that CS can also be defined as "a style-shifting

speech" (Krasina & Mahmoud, 2018, p. 404). In other words, there are two types of CS, a 'Monolingual CS' and a 'Multilingual CS'. This research synthesis will only focus on the 'multilingual CS' concept as it is referred to learning English as a foreign language.

On the other hand, bilingualism studies, concerned with the field of Sociolinguistics, define code-switching as "the successive alternate use of two different language codes within discourse" (Asian Association on National Languages, 1987, p. 197). Weinreich (1968, as cited in Krasina & Mahmoud, 2018), for instance, explains that a bilingual speaker is the one who can "switch from one language to the other according to appropriate changes in speech situations (interlocutors, topics, etc.)…" (p. 404). Therefore, CS is a characteristic of bilingualism in which the bilingual person swaps consciously between two languages in a single conversation to convey meaning, as its goal is to develop proper communication.

Moreover, code-switching (CS) is not a deficiency treat in EFL learners as its usage is not individual or ephemeral. In fact, Vogt (1954) argues that CS presents some *systematic regularities* that are being repeated by many speakers that explain the linguistic conditions of the people who use it.

2.1.2 Types of code-switching

Milroy and Muysken (1995) provided a classification of the types of code-switching in their book. The types are as follow:

2.1.2.1 Inter-sentential Code-switching. Nguyen (2014) states that Inter-sentential CS describes a switch of different languages variables at a sentence boundary or between sentences. In the latter, CS occurs when one speaker switches between two utterances no matter how far from each other they are in the same dialogue (Milroy & Muysken, 1995). In the case of sentence boundaries, a clause may start in one language and the following one in a different one.

2.1.2.2. Intra-sentential Code-switching. The intra-sentential CS, on the other hand, takes place within a sentence. This type occurs within clause boundaries, and it requires greater proficiency in the languages used (Nguyen, 2014). Romaine (1995, as cited in Nguyen, 2014) stated that this is the most difficult type of CS as it may lead to grammatical and lexical errors.

2.1.2.2.1. Code-mixing (CM). As it was explained before, the term code-mixing is often confused with or used as a synonym of code-switching; however, this term refers specifically to intra-sentential CS (Devic, 2008).

2.1.2.3 Supra-sentential Code-switching or Unitary Code. Supra-sentential CS involves CS modifying a single item in an utterance. There are two possible configurations. First, when "the L2 element is treated syntactically as an L1 element" (Milroy & Muyken, 1995, p.33). Such element may be a lexical item, a connector, modifier, or adverbial segment. Second, when "the L2 element is simply inserted in the L1 utterance without taking on a predetermined syntactic function" (Milroy & Muyken, 1995, p.34).

2.2. EFL Intermediate Level

According to the Council of Europe Portal (n.d.) webpage, all learners, and non-native speakers of EFL are arranged inside a reference depending on their level of language proficiency while communicating in the target language. Nowadays, one of the most used frameworks to classify English learners' level is the Common European Framework of Reference (CEFR) dividing it into 3 groups that meet specific qualifications: Basic (A1-A2), Independent (B1-B2), and Proficiency (C1-C2) (Cambridge English, 2020). As shown in Figure 1, each one of them is related to other English proficiency test levels.
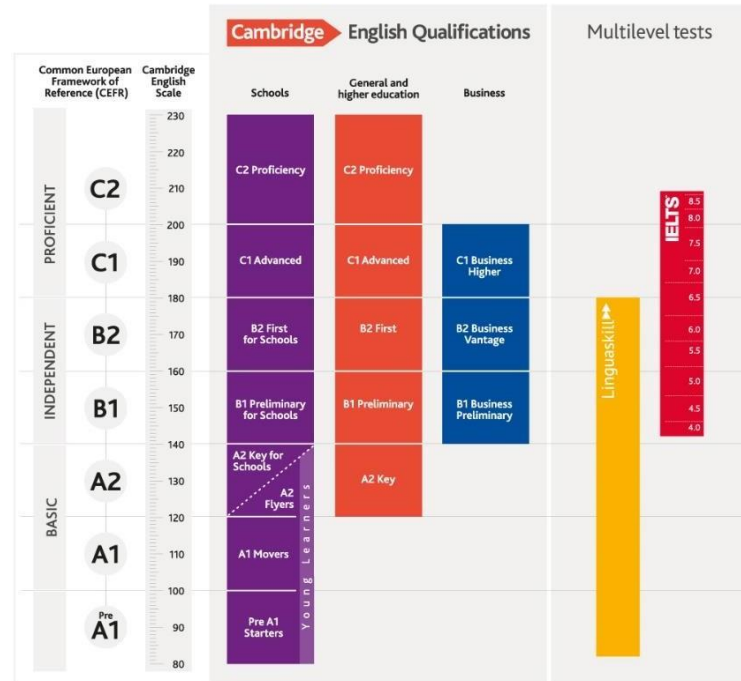
Figure 1. CEFR relationship with Cambridge English Scale and Multilevel tests. From International

Language standards: About the Common European Framework of Reference for Languages (CEFR) by

Cambridge Assessment English, 2020. www.cambridgeenglish.org. Copyright 2020 by UCLES.

The Intermediate Level refers to the Independent Level. Within the level can-do description,

it is stated that in B1, an individual is able to hold a conversation in familiar contexts and

understand new information and the B2 level is where the learner is capable to be involved in a

wide range of conversations with different subjects and topics (Exam English, n.d.). When

talking about class levels, however, the pre-intermediate level starts in the A2 CEFR level as it is

explained by The London School of English (n.d) and the British Council (n.d). At an A2 level,

learners can understand and communicate in familiar situations with a degree of difficulty. In this

research synthesis, the three levels were considered.

2.3. Strategies for Second Language Acquisition (SLA)

In SLA contexts, teaching and learning strategies can be identified:

- **Teaching strategies** are closely related to how the teacher plans and organizes their teaching lesson. They refer "to teachers' activities that aim to facilitate learning" (Sit, 2017, p.6).

- **Learning strategies,** as it was explained by O'Malley and Chamot (1990), are any behavior or thought that learners use "to help them comprehend, learn or retain new information" (p.1). Just as each student and teacher is different from another one, no strategy is 100 % effective with everyone (Singh, 2009).

With these simple definitions, it is evident why CS has been incorporated in EFL classrooms, and how it equally benefits teachers as a relatively useful strategy as well as for students in their learning process.

2.4. Use of code-switching in an EFL Classroom

Nowadays, the use of L1 in EFL classes are encouraged to be minimum as the popularity of the Direct Method overshadowed other methods for teaching English (Sampson, 2012). The policies of using the L1 in EFL classrooms differ from study to study; in some countries, switching to L1 is prohibited. For instance, Nilsson (2019) stipulated that "the guidelines of EFL in high school education in Sweden specified that teaching should be conducted in English" (p.26). In the inferior levels, EFL teachers are free to implement L1 in the classes as they consider necessary; but at a higher level, English is the only medium of communication between teachers and students, and in student-student interactions. On the other hand, the numerous papers carried on in Pakistan demonstrate that Grammar Translation is the method that prevails in most institutions around the country (Chughtai, Khan, & Khan, 2016; Fareed, Humayun, &

Akhtar, 2016). In such cases, Pakistani EFL teachers incorporated code-switching as a technique to get students to practice the target language (Bhatti et al., 2018).

Despite the aforementioned policies, the different studies demonstrate that both students and teachers code-switch in class for different reasons. In fact, Adriosh and Razi (2019) and Bhatti, et al. (2018) argued that the use of CS is inevitable in EFL classrooms because it is a common teaching/learning strategy.

Given the short outline of CS in EFL classes in the previous paragraphs, it is of great importance to proceed by explaining theories, methods, and approaches that encourage the use of the Native Language (NL) in EFL classrooms.

2.5. Community Language Learning

The Community Language Learning (CLL) method was developed by Charles A. Curran and his partners, and it forms part of a set of foreign language teaching practices described as humanistic techniques. These techniques engage the whole person the learner is, including their "emotions and feelings as well as linguistic knowledge and behavioral skills" (Richards, Rodgers, Richards, Dudeney, & Richards, 2001, p. 90).

This method helps learners to eliminate anxiety and preoccupation of not knowing every single word in the target language (TL) creates (Koba, Ogawa, & Wlkinson, 2000). The use of CLL builds a sense of unity that stimulates people to learn a new language together, naturally, fearless, and spontaneously (Ariza, 2002). Thus, by reducing the negative aspects of learning a foreign language, and increasing the willingness of learning, the acquisition of it will be enjoyable and meaningful.

For instance, one of the most common activities within this method is *the conversation circle.* These small conversational circles create a non-competitive atmosphere and stimulate the sensation of learning inside a secure community (Ariza, 2002). This activity allows students to

say what they want to say in their own language and then repeat it after the counselor or teacher says it in the TL (Koba, et al., 2000). Using the same logic of this activity, we can say that if EFL teachers allow students to express freely, that is mixing their two languages, without having the pressure to use only English, they will be more motivated to participate and learn.

2.6. The Bilingual Method

The Dodson Method or Bilingual Method was proposed by the teacher Charles Dodson in 1967 in Wales. Satya (2018) explains, as the name suggests, that the method allows teachers and students "to use two languages; "one being the target language to be learned and the other is the mother-tongue which is used to achieve the target language English" (p. 3-4). In contrary to the methods used for teaching English at that time, the bilingual method and an experiment conducted by Dodson proved that "the use of the mother tongue[...] can be supportive of foreign language learning when properly used" (Alexander, 1978, p. 308). Moreover, The Dodson Method had two principles; first, it is easier and faster to translate a word to the learner's NL than trying to explain it with examples and more words that may confuse them. And second, the educator does not need to create any artificial situation to explain the meaning of words as it is translated into their mother tongue (Satya, 2018).

The Bilingual method is considered a combination of the Grammar Translation Method and the Direct Method (Siva & Narendra, 2012; Satya, 2018), and its goal is to make the learners speaking and writing fluent in order to achieve true bilingualism (Satya, 2018). By incorporating different aspects of these two methods, the benefits of them both are now part of it. The Bilingual method suggests that both languages should be presented in the classroom and the meaning should be conveyed by translation, but not word by word translations (Cook, 2016).

One aspect that makes a major difference with the use of CS in EFL context is that the use of the mother tongue is limited and controlled by the teacher (Siva & Narendra, 2012).

However, this does not weaken the benefits of CS within a classroom. As it was explained by Agudo (2017), CS is only useful if its use is limited and carefully selected in appropriate cases.

Lastly, Cook (as cited in Du, 2016) concluded that this is not an approach that can be used in a variety of situations due to its lack of practice on a larger scale. Nevertheless, now it is possible to find a considerable number of studies that have been carried out since then and have proved such benefits (Du, 2016; Siva & Narendra, 2012; Satya, 2018).

2.7. The New Concurrent Approach (NCA)

The New Concurrent Approach (NCA) was proposed by Rodolpho Jacobson in the late 1970s as a new method to "bring together the child's two languages in a way that would further the latter's language developments and at the same time led to satisfactory school performance" (Jacobson, 1981). This approach is useful to understand the use of CS within a classroom by the EFL teachers more than the learners of the language. NCA focuses on the "purposeful and systematic alternation of languages by bilingual teachers within the context of teaching a lesson" (Jacobson, 1981, p. 15).

According to the NCA, code-switching, or *language alternation* is structured in four different criteria (Faltis, 1989):

1. Both languages are to be used in equally allotted amounts of time.

2. The teaching of content is not to be interrupted.

3. The decision to switch between the two languages is in response to a consciously identified cue.

4. The switch must relate to a specific learning objective. (p.118)

Several authors have exposed that the use of code-switching is frequently found within an EFL classroom because the NL of the students is employed for diverse methodological reasons (Adriosh & Razı, 2019; Fareed, Humayun, & Akhtar, 2016; Hall, 2014), and even more "SLA

pedagogy does not provide any reason for avoiding L1 in classroom" (Cook, as cited in Zabrodskaja, 2008, p. 101). In the same way, Jacobson (1983) explains that for accomplishing the benefits of CS within the classroom, the teacher must be aware of the reasons why they are employing CS (Faltis, 1989).

Besides, The NCA method provides a cue system to the different functions in which CS might be productive within a lesson. For instance, some of the strategies are reviewing, introducing a new topic, capturing attention, establishing interpersonal relationships, and enhancing language development (Faltis, 1989). All of these strategies have been demonstrated in different studies and research (e.g., Horasan, 2014; Itmeizeh, et al., 2017; Nilsson, 2019; Simasiku, et al., 2015; Spooner, 2017) in both, the acquisition of second and foreign language.

2.8. Analytical models for researching CS in EFL classrooms

The analytical and theoretical models of code-switching functions studied in language classrooms have been broadened from being very specific, as trying to find a reason for every utterance done by code-switchers, to more general categories by trying to understand the sequence of FL classroom talk (Ferguson, 2003). Eldrige (1996) explained that the main problem when trying to analyze CS functions was that many switches could be "either multi-functional or open to different functional interpretations" (p. 305).

Due to the different inconsistencies, researchers have proposed different functional taxonomies. For instance, Ferguson (2003) analyzed the similarities from different functions presented in previous years by authors such as Goffman, Gumperz, and Auer, resulting in 3 main categories:

1. CS for curriculum access

- To help learners to understand the subject content of the class

2. CS for classroom management discourse

- Motivation, discipline, and praise for the learners.
- Signal of a change of footing

3. CS for interpersonal relations

- To humanize the affective climate of the classroom
- To negotiate different identities

Figure 2. Functions and definitions of code-switching. Adapted from "Classroom code-switching in post-colonial contexts," by G. Ferguson, 2003, AILA Review, 16, p. 39.

This approach was similar to the one proposed by Saville-Troike (2003). He acknowledged the frameworks of CS functions by Gumperz, Goffman, Muysken, and Bailey and came with 8 different functions: softening or strengthening of a request or command, humorous effect or indication of a sarcastic comment, direct quotation and repetition, ideological statement, lexical need, exclusion of other people within hearing, avoidance strategy, and repair strategy (Saville-Troike, 2003).

Contrary, Eldridge (1996) proposed his own framework based on the data collected in his study, finding 7 categories. Some of them were conflict control, group membership, floor holding, reiteration, and equivalence. These functions may belong to Ferguson's first categories.

Different from the CS functions, there has not been any important dissertation about the perspectives and beliefs about switching codes in a language class. The negative attitudes towards CS arose from what Ferguson (2003) called a *language standardization* and *standard language ideology* that were ideas on the correct way of speaking and the importance of holding its purity and uniqueness which were reinforced by education and the media. Consequently, a couple of policy proposals that addressed the use of CS in classes were implemented by teachers

and controlled by education authorities. Those policies went from CS being strictly out-limits, to CS being systematized, and to CS being fully accepted (Ferguson, 2003). Nevertheless, there are also positive attitudes found in the literature as CS started to be accepted as "a symbol of ethnic viability and integrity" (Saville-Troike, 2003, p. 59).

This theoretical framework sheds light on some important concepts to understand the phenomenon of code-switching for EFL learners and teachers. It was also discussed the use of CS in the EFL classroom, how it is inevitable its use when teachers and students share the same Native Language, and how it can be beneficial for the academic performance of students. Finally, there were highlighted different methods and approaches which evidence the use of CS as a teaching or learning strategy within English classes as well as some analytical frameworks to classify CS functions. All of these theoretical positions make an important contribution to the understanding of the empirical studies and their findings related to the implementation and usage of CS within EFL intermediate level classrooms.

CHAPTER III

LITERATURE REVIEW

This section exhibits some important findings on the use of CS in EFL classrooms. To facilitate its comprehension, it will be divided into subtopics related to the effects, the functions that it performs for students and teachers, and the different perspectives and attitudes towards its use as a teaching-learning strategy. These categories will also help to establish similarities and discrepancies among the existing research studies.

3.1 Effects of using code-switching in EFL classes

When talking about the effects related to the use of CS in an EFL intermediate level classroom, previous publications have evidenced that depending on how the teachers use it, the quantity, and the purposes, CS might be either valuable or not (Kashi, 2018; Adriosh & Razı, 2019; Sánchez-García, 2018). For instance, in the research carried out by Alsied (2018), 73.4% of the interviewed students stated that using their native language, Arabic, to some extent made the learning process easier, but 66.5% also considered that "Arabic has a negative impact on learning English" (p.162) because it lessened the opportunity to hear and use the language.

Furthermore, CS has a positive outcome when tackling the lack of motivation of students. As it was stated by Obaidullah (2016), students get bored of listening to one language only, one that they do not quite understand completely, missing the message in the communication line. To illustrate how CS positively solves this issue, Bhatti, et al. (2018) and Mushtaq and Rabbani (2016) indicated that CS was significant for learners because when they occasionally listened to certain words in their first language, they could make connections and, as a result, they were able to capture the main idea of the discourse, increasing their motivation to keep learning. Also, students were more willing to participate in speaking activities if they were aware that they

would not be reprimanded if they forgot or did not know how to express an idea in English and otherwise code-switched to their first language.

Besides, the results of the studies carried out by Sánchez-García (2018), Diaz (2019), and Puspawati (2018) have stated that when the teachers are the code-switchers is because they have a reason to do so, and not because of a lack of language knowledge. For instance, when teachers knew that their students were having problems in understanding the class, they tried to explain the troublesome concept using their L1 (Kashi, 2018; Syafri, Jufrizal, & Amri, 2019), and in other cases, teachers code-switched to make instructions clearer (Diaz, 2019). Furthermore, Raman and Yigitoglu (2018) discovered that teachers relied on CS when they were explaining grammar structures that students may have problems with, in order to make it as clear as possible and avoid confusion.

3.2. The functions of code-switching in EFL classroom

The sundry functions of CS within EFL classes depend on the person who made use of it; in an academic context, the school members who used it are either teachers or students. In this respect, it should be mentioned that in the Bilingual method, one of the major aspects to obtain the benefits of CS is that the use of the mother tongue is limited and controlled by the teacher (Siva & Narendra, 2012). However, as it was mentioned before, the functions also depend on the students, which makes teachers unable to monitor and regulate the use of NL as much as it should be. This drawback can be explained if the time of the studies is taken into consideration. At present, the academic world has become student-centered, meaning that the teacher is not the only one to control the learning process, but the students also have the opportunity to decide on it (Dix, 2012). Furthermore, it also means that the participation of the students should increase, being fundamental in the development of EFL classes. Once this has been clarified, it is

imperative to review some of the most common functions of CS in EFL classes analyzed in the different studies or papers.

3.2.1. The functions of code-switching for teachers in EFL classroom

Although the functions of code-switching used by EFL teachers in the different studies varied depending on isolated situations, most of them had similar results.

The first and most common reason why teachers employ the mixing of L1 and L2 is to teach grammar. When teachers faced the problem of teaching complex grammar structures and rules, they are more persuaded to code-switch (Muslim, Sukiyah, & Rahman, 2018; Nilsson, 2019). Keller (2016), Adriosh and Razı, (2019), and Itmeizeh, et al., (2017) explained that, by using CS in the explanation of grammar, the students demonstrated a better understanding in specific problematic parts, either in the concept, the examples, or the uses. However, the teachers in the study of Horasan, (2014) in the questionnaires they completed, alleged that for grammar teaching "they rarely or a little more than rarely" (p. 40) code switched. To this aspect, the researcher explained that the teachers used CS, but they were either not aware of it or they did not want to mention it. Diaz (2019) discovered when CS is used in an English-only environment, the policies related to the use of L1 in EFL classes may affect the responses of the participants.

Second, teachers tend to code-switch to L1 when new vocabulary or expressions are being introduced for the first time, especially difficult words (Horasan, 2014; Keller, 2016; Nilsson, 2019; Simasiku, et al., 2015; Purnama, 2020). One of the four teachers who participated in the research of Bhatti, et al. (2018), explained that he only uses L1 to "make sure that all students understand the vocabulary" (p.98), but not to explain it. Besides, within this function, Keller (2016) found subfunctions, e.g., to provide equivalent meaning(s) in L1, to facilitate comprehension of words and expressions, to ask equivalent meaning(s) in L1 or L2, and to prevent misunderstanding of the meaning of a new word.

Third, teachers employ CS to construct content knowledge (Purnama, 2020); especially if English is used as the medium of instruction to teach other subjects. Syafri, et al. (2019) observed lectures carried out in the 3rd semester in the English language teaching department of a university to research the types and functions CS has. The results showed that the classes could be easily understood by the students since using CS utterances is a form to "re-teach communicatively in classroom" (p. 503). Likewise, Wang (2017) observed EFL classes and asked the participants to complete a questionnaire of different majors at an international college in China. The findings revealed that instructors code-switched to translate difficult parts and to emphasize important statements to avoid ambiguity when it comes to content knowledge that students should acquire. Moreover, other studies also demonstrated its use to explain functions or parts of speech in an EFL lesson (Puspawati, 2018).

Fourth, code-switching functions are considered an excellent method to maintain good interpersonal relationships with students. In the study carried out by Itmeizeh, et al. (2017), teachers claimed that CS was "a tool for creating linguistic solidarity especially between individuals who share the same ethnocultural identity" (p. 265). Keller (2016), and Hussein, Saed, and Haider (2020) also explained that the inclusion of L1 removes the anxiety from learners and creates a positive learning environment. Moreover, other authors demonstrated that using some expressions in the learners' native language caused them to feel closer to their teachers (Bhatti, et al., 2018).

Fifth, CS is an excellent method to gain back students' attention and to shift the topic or activity keeping a good class rhythm. Grant & Nguyen (2017) found out that one of their teacher participants used CS to recapture students' attention when they felt the students could not concentrate on the lesson or if they were in a *bad mood*. Similarly, a research study conducted by Horasan (2014) reported that even when teachers did not believe they code-switched to attract

students' attention, 75% of them did use CS for that function. In contrast, Hussein, et al. (2020) did not found any instances where CS was used for capturing learners' attention, but they found 19 cases where the teachers used CS to shift the topic of the lesson.

Another function that CS fulfills within an EFL classroom is to clarify instructions or procedures in a plain-spoken manner. In a research study at a high school, where 57 students and 2 teachers were audio-recorded during their English lessons, the results showed that teachers used intra-sentential CS while explaining instructions for different activities (Muslim, Sukiyah, & Rahman, 2018). Similar results were found in the research study done by Puspawati (2018) in which he concluded that giving instructions, along with introducing the objective of the class, was one of the most common instances where teachers employ CS for classroom management purposes.

Finally, Horasan (2014) and Sanchez-Garcia (2018) also found in their research some other functions of CS. For instance, the sense of humor and the creation of sympathy by sharing stories and personal examples were mentioned by the teachers as one of the most beneficial functions of CS to create personal and affective teacher-student relationships. In this regard, Keller (2016) adds that the use of CS "relieves boredom and increases motivation, the students are more actively involved in learning" (p.28). On the other hand, Raman and Yigitoglu (2018) carried out a study to research the reasons why novice EFL teachers code-switch in an English lesson. The participant teachers had different perspectives regarding using CS to appeal to the learners' feelings and motivation. One participant stated that it was beneficial to have conversations with students, sharing with them personal anecdotes because it helps to change the mood of the class, and it encourages students to share as well, increasing their output practice. Another teacher, however, clarified that she could not share her personal experiences because her age being close to their students was a downfall. In previous years she noticed that students

started "to overstep their boundaries" and to treat her like a friend. (Raman & Yigitoglu, 2018, p. 2087).

3.2.2. *The functions of code-switching for students in EFL classroom*

In contrast to the diverse findings on functions of CS for teachers, the functions to EFL learners were frequently similar in previous studies. For instance, researchers discovered that students usually employ code-switching to translate difficult words when talking to their classmates or while expressing opinions in class. In general, if they think that a word would not be recognized and understood easily, they will simply say it in their native language (Horasan, 2014; Keller, 2016; Nurhamidah, et al., 2018) and continue their statement in English. By implementing CS, as was explained by Keller (2016) and Nurhamidah, et al. (2018), students can match their language level proficiency with their friends', and therefore, avoid any misunderstanding that may occur among them.

Another reason for students and teachers to code-switch happens when there is not an equivalent word in English, and they want to ease their communication process (Bhatti, et al., 2018; Nurhamidah et al., 2018). However, this function is only reported in isolated cases. For instance, Bhatti, et al. (2018) informed that only one teacher, out of the four who were observed and audiotaped in their university-level classes, used CS quite frequently because they were explaining cultural celebrations in Pakistan that did not have a translation in English.

Third, code-switching helps students to communicate in an easier and faster manner. Similarly, some research papers reported that CS gave students the confidence to participate in class because they knew that if they forgot some words in the target language, they could code-switch to their L1 and continue without interrupting their ideas or making pauses (Wang, 2017; Spooner, 2017; Alsied, 2018). Without the constant pressure to express correctly that students undergo in English-only classes, the mood of the lesson and the class itself improved, having

more students participating (Hussein, et al., 2020). Concerning this function, one teacher in Nurhamidah, et al.'s (2018) research said they allowed students to code-switch when the class was in "discussion mode where the teacher should not have to take score from their ideas" (p. 85).

Other academics, whereas, have stated that the function of *communication fluency* is merely the students' lack of enough vocabulary or grammar structures to express themselves freely, and even more, they recommended that it should be corrected as soon as possible (Itmeizeh, et al., 2017). Similarly, the students who participated in Horasan's (2014) study mentioned that they felt they used L1 only due to their lack of proficiency in the speaking skill and once they reached more advanced levels, they would not use their native language anymore.

The last function of CS for students occurs when they ask for help or negotiate meanings of words and phrases. Diaz (2019) interviewed 37 students of an English immersion program in which 65.8 % admitted they do code-switch for checking the meaning of new concepts and 63.1% when asking for help or further topic explanation. The author explained that sharing the same L1 with their teachers provides students the opportunity "to make sense of what is happening in the classroom by using Spanish cues" (Diaz, 2019, p. 25). Similar results were found in Muslim, Sukiyah, & Rahman's (2018) study, who reported more than 7 cases when students requested help or clarification to understand the real meaning of new vocabulary or long sentences. Also, Alsied (2018) showed that 84 out of 143 Libyan EFL students at Sebha University believed that they used L1 to ask questions in classes and overcome any misunderstanding.

3.3 Students' and teachers' attitudes towards the use of CS in EFL classrooms

The research papers that mention students' and teachers' feelings and thoughts have found that these attitudes slightly differ from one another. To address the positive perspectives that

teachers and learners hold for CS, Wang (2017), Engku, Mohamed, and Armia (2013), Alsied (2018), and Adriosh and Razı (2019) found such results throughout interviews and questionaries. For example, Wang (2017) conducted a survey asking both, students and teachers, what were their reactions towards CS used as a speaker and as a listener. Overall, with 74% of the answers, positives attitudes as speakers were higher than the negative ones. For listeners, the percentage decreased to 67%. In both, students had better responses than teachers. Similar results were found in the study carried out by Engku, Mohamed & Armia (2013), the interviewers held positive attitudes when they were the switchers; however, all of them encouraged the English-only policy to be stronger than the need to switch to their native language. Alsied (2018) presented a chart in which some of the largest percentages of agreement (55% on average) went to the following statements: "using Arabic makes teaching and learning easier, Arabic is essential in the English classroom, and Arabic can be used as a method to help students develop their English proficiency" (p. 162). Yet, 74% of students advocated that English should be taught monolingually in the target language and 37% said that students should not be allowed to use their NL.

Trying to analyze more specifically in which situations students would have a positive attitude toward CS, Obaidullah (2016) found out that students think that teachers could explain grammatical terms and unfamiliar topics more understandably through CS with 89% of them agreeing with this opinion, 81% responded positively to the statement that CS makes lesson content more comprehensible, and 92% agreed that teachers can clarify instruction by code-switching from English to Bengali. In addition, the findings regarding students' attitudes in Asghar, Abusaeedi, and Jafarian's (2016) study demonstrated that 65% of students either agreed or strongly agreed with the statement that CS is useful to clarify the lesson content making the learning process easier. Similarly, Samani and Narafshan (2016) concluded that 70% of students

in their study are in favor of using CS from teachers when teaching grammar, but not when practicing the speaking skill with only 46%.

Contrary, there were other authors whose research studies have shown students' and teachers' negative responses (e.g. Haryanto, Sulistiyo, Khairani, & Wulan, 2016; Horasan, 2014; Nilsson, 2019). In the case of the students, one study pointed out that students did not prefer to use their L1 because that would show "their lack of competence in vocabulary knowledge" (Horasan, 2014, p. 40). Likewise, the students in Mushtaq and Rabbani' (2016) study believed that they could become more proficient in the language if teachers delivered the lesson entirely in the target language. On the other hand, the participant teachers in the research by Nilsson (2019) claimed they did not like to use CS, and even when it was not possible to employ it (for instance, when there are no English equivalents), "they preferred using English to a greater extent" (p.10). In this respect, the author mentioned that there should be further research to prove that these responses are truly their personal perspectives and not the result of the national guidelines that oblige teachers to use only the target language in their classes.

Other authors obtained responses that fell in between, claiming that CS is useful in specific cases. In fact, Wang (2017) and Adriosh & Razı (2019) proved that teachers had only a positive response when CS was used for specific and limited purposes. These responses were confirmed also by Shay (2015), who added that CS should be regarded as a careful strategy employed by the teachers as they believed CS is not the best strategy to teach the language, and its uses must be limited.

The lack of enough studies related to the perspectives is a gap in literature that should be fulfilled in the future. Many of abovementioned studies recommended to go beyond the functions as it would be highly productive to know the real perspectives that teachers and students hold towards CS. Even if CS performs several functions in EFL classes, the benefits

might not be achieved if the switchers do not know how to employ CS correctly or just had negative perspectives towards it.

The use of CS, its functions, and the perspective on its effectiveness were reviewed in this chapter, revealing connections and differences in the finding of research studies done in countries where English is taught as a foreign language. Several of them were developed in EFL beginner levels classrooms, this only helps partially to shed light on how the use of CS could be beneficial for learners and teachers in upper levels. In the following chapter there will be exhibited a deeper analysis of the different functions that must be encouraged to use in the language classroom along with their effects, and the attitudes of students and teachers who have already been involved in its use in their own classrooms.

CHAPTER IV

METHODOLOGY

With the decisiveness to determine if the implementation of code-switching (CS) as a teaching and learning strategy in previous studies has led to an improvement in Intermediate level students' performance, a research synthesis was carried out. A *research synthesis* extends our knowledge about a topic by combining primary research, this refers to "finding, summarizing, and describing the already existing results of research" (Norris & Ortega, 2006, p. 61). This approach has proven to be useful as it amplifies systematicity and reduces bias which might cause disagreements and misunderstandings because it combines the basic scheme of any other exploratory technique and additional "unique features and procedures" (Norris & Ortega, 2006, pp. 60-61).

The compilation of adequate sources was searched in online databases such as ERIC, ProQuest, ResearchGate, Jstor, Ebsco, Scholar Google, and educational journals. The key terms for research were: (a) code-switching (CS), (b) EFL, (c) EFL teachers, (d) EFL students, (e) bilingualism, (g) native language, and (g) 1st language.

The criteria to classify the articles were as follows: First, the articles must have been published in the last 5 years to determine the effectiveness of CS in classrooms in recent years. Second, the studies must have been carried out in non-English-speaking countries which guarantees the use of CS in EFL classrooms. This was established because the results of CS in ESL could be different from the ones in an EFL context since the phenomenon of CS is regular in multilingual communities. Third, the participants of the studies must be (1) English teachers, and/or (2) students with a pre-intermediate (A2) or intermediate (B1-B2) level of English. This

limitation is based on the belief that CS only occurs on speakers who have enough linguistic knowledge of the two languages involved. (Keller, 2016). Fourth, they studies must have been carried out at either high schools, language institutes or universities. Finally, the design of the studies could be either quantitative, qualitative, or mixed.

CHAPTER V

DATA ANALYSIS

In order to address the objectives proposed in this research synthesis, 22 studies were analyzed in total. This analysis was divided into two sections: first, general categories as the focus of study, location, and educational institution were revised. And then, the papers were organized to answer each research question.

5.1 General categories

The following table and graphs present general information of the different empirical studies about the use of CS in EFL intermediate level settings with the purpose to draw significant and pertinent conclusions and recommendations about the use of CS in our context.

Table 1

Categories regarding the focus of study

Focus of study	No. of studies*	Percentage**
Functions of CS in EFL classrooms	18	81.8%
Effects of CS in EFL classrooms	9	40.9%
Attitudes and perceptions towards the use of CS in EFL classes	8	36.3%

*Note. N=22. *Some studies were counted in more than 1 variable.*

*The percentage is calculated based on the total number of studies analyzed, 22.

Table 1 shows the number of empirical studies used in the analysis of this research synthesis. They were divided into 3 categories, each of them related to one research question. 18 studies convey the functions that CS offers to teachers and students in EFL classes. Then, 9 studies transmitted the overall effects of CS on learners' academic performance. The last category is the

number of studies (8) that focus their research on the attitudes or perceptions the participants had about using CS in their English classes.

Location of the studies
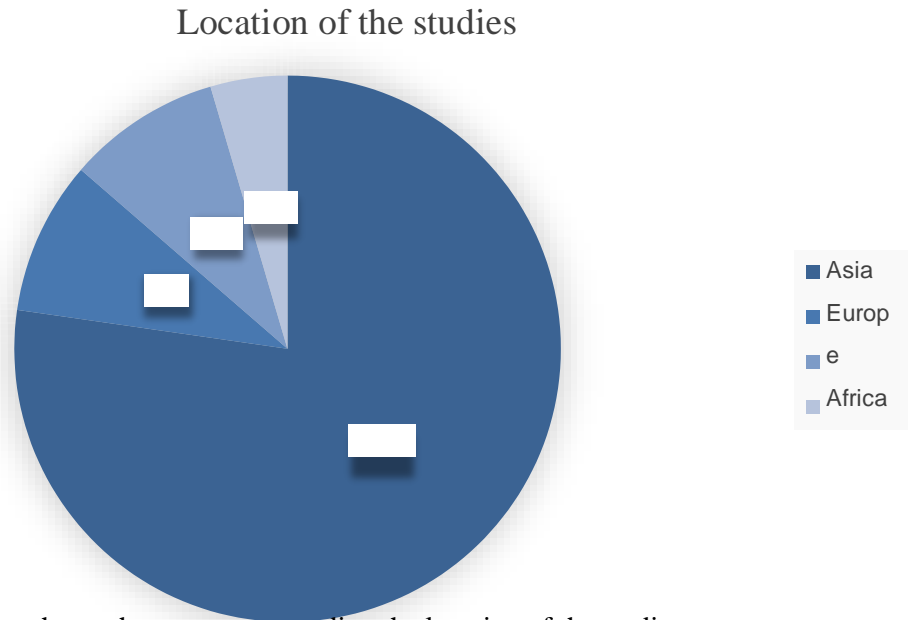
Figure 3. This figure shows the category regarding the location of the studies

Figure 3 shows the continents where the studies were carried out. As it can be noticed the majority of papers found for the analysis were developed in Asia. Only 22% of them took place in either Africa, Europe, or America. Moreover, there was only one study written in Latin America, in the Dominican Republic specifically. The majority of studies found in America were focused on beginner students or just with young learners at schools. Therefore, it can be concluded that there is a huge gap in the literature regarding CS in EFL intermediate level context in these latter three continents.

Setting of the studies
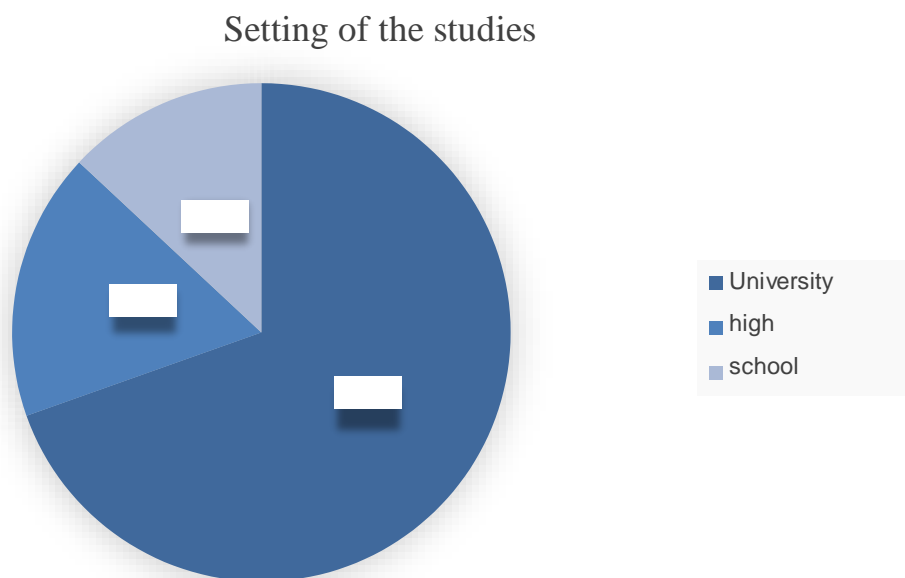
Figure 4. This figure shows the setting where the studies were carried out.

In figure 4, the setting where the studies took place, high school, university, or language institute is considered; 70% of studies were carried out in universities, 17% in high schools, and finally, 13% in language institutes. It is pertinent to say that in most of the studies carried out at a university level, English was not only taught as FL, but it was also used as the medium of instruction to learn other subjects (Bhatti, et al., 2018; Grant & Nguyen, 2017; Haryanto, et al., 2016). Finally, the importance of this category relies on the fact, that in the different settings of the studies and the approaches they followed, L1 was considered more to be adopted to convey meaning and assure learning.

5.2. Effects of using code-switching in the enhancement of learners' academic achievement

A total of 9 empirical studies were used to answer this first research question. Even though the authors did not present the effects as negative, or positive, but as a general set; for this analysis Tables 2 and 3 will present the effects separately.

5.2.1. Positive effects of CS on learners' performance

Table 2 will address the positive effects CS has in the EFL classroom: tackling pedagogical issues, improving students' motivation, participation, and creating a good teacher-student social interaction.

Table 2

Positive effects of CS on learners' academic achievement

Positive Effects	No. of studies	Studies
Tackling pedagogical issue	8	Adriosh & Razı (2019)* Alsied (2018)* Mushtaq & Rabbani (2016) Bhatti, Shamsudin, & Said (2018)* Kashi (2018)* Raman & Yigitoglu (2018)* Syafri, Jufrizal, & Amri (2019)* Haryanto, Sulistiyo, Khairani, & Wulan, (2016)
Improving students' motivation and participation	7	Adriosh & Razı (2019) Sánchez-García (2018)* Alsied (2018) Diaz (2019) Bhatti, Shamsudin, & Said (2018) Raman & Yigitoglu (2018) Syafri, Jufrizal, & Amri (2019)
Improving students-teachers social interaction	4	Sánchez-García (2018) Bhatti, Shamsudin, & Said (2018) Kashi (2018) Raman & Yigitoglu (2018)

Note. N=10
*Some studies are repeated in more than one category.

Table 2 illustrates the three more repeated positive effects found in the empirical studies. The results are aligned with the studies' presented in the previous chapter (Adriosh & Razı, 2019; Alsied, 2018; Bhatti, et al., 2018). The main effects of using CS within an English classroom are *tackling pedagogical issues* and *improving students' motivations and participation* with 8 and 7 studies respectively.

For the first category, there are two particular cases discussed in the studies. Authors such as Mushtaq and Rabbani (2016), Sánchez-García, (2018), Raman and Yigitoglu, (2018), Haryanto, et.al., (2016), and Kashi (2018) expressed that CS provides a better understanding of the material and engage students in the learning process by clarifying troublesome concepts. For instance, Kashi (2018) confirmed the efficacy of CS on EFL learners' grammar learning. On the other hand, Alsied (2018) and Syafri, et al. (2019) prioritized CS usage to learn vocabulary rather than grammar points. Besides, CS also appears to be an attention focusing device (Bhatti, et al., 2018; Raman & Yigitoglu, 2018).

CS also affects learners' motivation and participation in the class (Alsied, 2018; Diaz, 2019; Syafri, Jufrizal, & Amri, 2019). For instance, one of the lecturers who participated in Sánchez-García's (2018) research did not finish their utterances, leaving one word out or using it in Spanish in form of an interrogative to call for interaction and to make students assist her and get involved in the conversation. Moreover, Diaz (2019) found out that CS reduces anxiety and "provides students with a readiness to talk and share with partners, even to comment and correct on others' mistakes" (p.26). These findings are closely related to what Alsied (2018) exposed in their own study.

Finally, as was explained by Syafri, et al. (2019) CS allows teachers and students to create a rapport between them, and consequently, to stimulate learners to be involved in autonomous learning and to express themselves freely about the material learned in the class. In other words, students will be involved in the whole process of SLA, from the topic to the academic material, and autonomous learning since they will be able to share their opinions openly. Similarly, Raman and Yigitoglu (2018) exposed that joking and nagging students in L1 changes the atmosphere of the class and allows them to express feelings regarding specific points they did not understand very well (Kashi, 2018).

5.2.2. Negative effects of CS on learners' performance

Table 3

Negative effects of CS on learners' academic achievement

Negative effects	No. of studies	Studies
Ss tend to ignore the TL and expect L1	3	Alsied (2018) Diaz (2019) Mushtaq & Rabbani (2016)
Negative transfer to the TL	1	Mushtaq & Rabbani (2016)*
Limited TL input exposure	1	Adriosh & Razı (2019)

Note. N=4
*The study is repeated in another category.

Table 3 indicates the number of studies that recognized the negative effects of CS on EFL learners. Although 9 studies were considered in the category of effects of CS, only 4 of them reported negative effects in their results. The most common one is that, in a long term, if teachers code-switch regularly, students tend to ignore the utterances done in the TL because they always expect teachers to repeat them in their L1 (Alsied, 2018; Diaz 2019; Mushtaq & Rabbani, 2016). Moreover, although the positive effects cannot be discarded, Alsied (2018) reported that students felt they were not learning a foreign language whatsoever.

Regarding the second to last effect, Mushtaq and Rabbani (2016) had a very important finding that should be remarked. In their study, 63% of the students responded that "they could become more proficient in English if the teachers deliver lessons entirely in English" (p.207). They further explained that the only time they had to practice the TL was limited to the number of hours per week in the classroom.

Analyzing the effects that CS holds on EFL students' academic performance from a positive and negative perception reduces biased opinions about the use of L1 in EFL classrooms.

As it was detailed, CS affects positively students' motivation, interaction with the teacher and it has pedagogical benefits. However, CS has been found harmful in other aspects of SLA, which advises teachers to be cautious and to limit its use as they seem appropriate.

5.3. Attitudes and perceptions towards the use of CS in EFL classrooms

To answer the second research question, 8 studies were coded into positive and negative attitudes and perceptions from students and teachers as most of the papers presented this topic in a general manner. However, it should be mentioned that some studies as Obaidullah (2016) and Adriosh and Razı (2019) only analyzed the perspectives of teachers and students when the teachers were the code-switchers and left aside CS used by students. Additionally, Wang (2017) divided the attitudes of instructors and learners from two perspectives: as speakers and as listeners, obtaining different results. These results will be explained more in-depth in the following tables.

5.3.1. Positive attitudes and perceptions towards the use of CS in EFL classrooms

Table 4 reports the positive aspects of using CS in the classroom, which represent 7 papers from aforementioned studies (8) about teachers' and students' attitudes and perceptions.

Table 4

Positive attitudes and perceptions towards the use of CS in EFL classrooms

Studies	Students' positive attitudes and perceptions	Teachers' positive attitudes and perceptions
Asghar, Abusaeedi & Jafarian (2016)	X	
Samani & Narafshan (2016)	X	
Alsied (2018)	X	x
Adriosh & Razı (2019)	X	x
Haryanto, Sulistiyo, Khairani, & Wulan, (2016)	X	
Wang (2017)	X	x
Obaidullah (2016)	X	x
Total	*7*	*4*

Note. N= 7

Table 4 indicates that students demonstrate positive attitudes and perceptions about the use of CS in EFL classrooms in a bigger number than teachers. Students' NL offers them the opportunity to have a better academic performance. For instance, Samani and Narafshan's (2016) results showed that more than half of the 219 students interviewed believed that the use of CS in the classroom is helpful for students' understanding of the topic and therefore it enhances their learning. The same conclusions were drawn by Alsied (2018), Haryanto, et.al., (2016), and Obaidullah (2016), expressing that CS makes English learning easier. Furthermore, Samani and Narafshan (2016) and Adriosh and Razı (2019) concluded that students preferred in a greater amount if teachers used CS to teach Grammar than any other skill or subskill.

Additionally, Samani and Narafshan (2016) noticed that motivation was another reason why students held positive attitudes towards the use of L1 used in English classes. Students in Wang's (2017) paper expressed CS as a "psychological comfort" (p.54) because they felt less embarrassed among their peers when they were talking or doing a presentation. In the same way, findings in Alsied's (2018) study showed that students experience less stress and are more actively willing to participate and ask questions if they know that CS is an option.

Obaidullah (2016) had a major discovery when he asked the learners if classes were less enjoyable and monotonous when the teachers used only English: 96.6% were in favor of this statement. Furthermore, 93% of the students expressed that CS made the lesson more amiable.

On the other hand, 4 out of the 6 studies analyzed teachers' perspectives and attitudes towards CS. They all shared the fact that teachers felt that CS was useful only if it was employed in specific situations, for example to solve pedagogical issues and attain social objectives (Adriosh & Razi, 2019; Wang, 2017; Alsied, 2018). Moreover, Wang (2017) stated that teachers feel CS is meaningful for the lower-level students as it helps learners to have a better

understanding (Samani & Narafshan, 2016; Obaidullah, 2016), it clarifies content, and it consolidates language points (Adriosh & Razı, 2019).

5.3.2. Negative attitudes and perceptions towards the use of CS in EFL classrooms

Table 5 reports the negative aspects of using CS in the classroom of 7 papers from aforementioned studies (8) about teachers' and students' attitudes and perceptions.

Table 5

Negative attitudes and perceptions towards the use of CS in EFL classrooms

Participants	No. of studies	Studies
Teachers' negative attitudes and perceptions towards the use of CS	3	Grant & Nguyen, 2017) Adriosh & Razı, 2019) Obaidullah (2016)
Students' negative attitudes and perceptions towards the use of CS	4	Wang (2017) Alsied (2018) Mushtaq & Rabbani (2016) Haryanto, Sulistiyo, Khairani, & Wulan (2016)

Note. N= 7

In contrast with the previous category, Table 5 indicates a decreased number of studies whose participants had negative attitudes towards CS. Although most of them revealed no change in their perspectives whether the code-switchers were students or teachers, some of them did. For instance, Obaidullah (2016) explained that their teachers discourage and even prohibit the use of students' L1 in classes which is contra-productive since they also disagreed with the statement that indicates that teachers should minimize their CS. Thus, teachers can code-switch, students cannot.

One important factor to remark is the list of questions in the interview done in the study of Grant and Nguyen (2017). Here, the authors asked teachers what their attitudes towards the government policy on CS were. The teachers expressed that CS should be included in their

teacher training course because they were not completely aware of how they could use CS effectively in the classes and therefore they had a negative perspective of it.

Regarding the learners' perspectives, the findings revealed that the students preferred to use English rather than their L1 for classroom communication because it was the only way they could improve their language skills since English is not widely used outside the classroom (Adriosh & Razı, 2019; Haryanto, et.al., 2016). Similarly, Alsied (2018) and Mushtaq and Rabbani (2016) agreed that CS has a negative impact and stated that students could be more proficient in English if the teachers delivered lessons entirely in English.

In an overall view, students and teachers hold a positive position about the use of L1 in EFL classrooms as they comprehend the benefits that CS might bring in foreign language acquisition. Notwithstanding, there are students' negative perspectives that should not be overshadowed because they reveal that its use is limiting their opportunity to improve their fluency. Finally, there are no significant negative attitudes from teachers toward the use of CS in class.

5.4. The most effective functions of Code-switching in intermediate EFL classrooms

To answer the last research question, the 18 studies which addressed the effects produced by using CS in EFL classrooms were analyzed based on Ferguson's (2003) three categories explained in Chapter 2 plus an extra one belonging to *functions for the students*. It should be acknowledged that these categories were used in the analytical framework of some articles and even though the functions were differently conveyed by the authors, they could be grouped within these categories.

Table 6

Functions of CS in intermediate EFL classrooms

Studies	Functions of CS			
	Pedagogical functions	Socialization functions	Classroom management functions	Functions for students
Adriosh & Razı (2019)	x	x		
Diaz (2019)				x
Grant & Nguyen (2017)	x	x	x	
Alsied (2018)	x	x		x
Hussein, Saed, & Haider (2020)	x	x	x	x
Itmeizeh, Ibnian, & Sha (2017)		x	x	
Nurhamidah, Fauziati, & Supriyadi (2018)	x		x	x
Wang (2017)	x		x	x
Sánchez-García (2018)	x	x	x	
Bhatti, Shamsudin, & Said (2018)	x	x	x	
Muslim, H Sukiyah, & Rahman (2018)	x		x	x
Mushtaq & Rabbani (2016)	x	x		
Puspawati (2018)	x	x	x	
Purnama (2020)	x			x
Obaidullah (2016)	x	x	x	
Horasan (2014)	x		x	x
Raman & Yigitoglu (2018)	x	x		
Syafri, Jufrizal, & Amri (2019)	x	x		
Total	*16*	*12*	*11*	*8*

N= 18

Table 6 presents the number of studies that mention CS functions found in EFL

classrooms. The 3 first groups represent CS functions that are either used by teachers or are

helpful to improve or facilitate English language teaching (ELT) while the last one belongs to a group of functions that are advantageous only for students. With 8 papers, this last group is the least covered one, which denotes a gap that should be fulfilled in future research. Tables 7, 8, 9, and 10 will show more in detail what functions belonging to these 4 groups are in the EFL classroom.

Table 7

Pedagogical functions of CS in EFL classrooms

Authors	Pedagogical functions of CS in EFL classrooms		
	Constructing content knowledge	Introducing new vocabulary and language expression	Explaining grammar points
Grant & Nguyen (2017)	x		x
Obaidullah (2016)	x	x	
Syafri, Jufrizal, & Amri (2019)	x	x	
Hussein, Saed, & Haider (2020)	x		
Adriosh & Razı (2019)	x		x
Alsied (2018)	x	x	
Mushtaq & Rabbani (2016)	x	x	
Purnama (2020)	x	x	
Nurhamidah, Fauziati, & Supriyadi (2018)	x	x	
Wang (2017)	x		
Sánchez-García (2018)	x	x	
Bhatti, Shamsudin, & Said (2018)	x	x	
Muslim, Sukiyah, & Rahman (2018)	x		x
Puspawati (2018)	x	x	x
Horasan (2014)	x	x	x
Raman & Yigitoglu (2018)	x	x	x
Total	*16*	*11*	*6*

Note. N= 16

Table 7 illustrates the number of studies in which teachers used CS to accomplish different purposes within an EFL classroom from a pedagogical perspective. In the first group, *constructing and building content knowledge*, the authors included any type of technique to help students understand and acquire knowledge. Techniques such as recapitulation, repetition, clarification (Adriosh, 2019; Horasan, 2014; Mushtaq & Rabbani 2016), and more are included

inside this group. To complement, some teachers in different papers stated that they code-switched to explain specific problems in an area that, as students, they had before (Raman & Yigitoglu, 2018).

The remaining two purposes correspond to *introducing new vocabulary* and *explaining grammar points* with 11 and 4 studies respectively. Mushtaq and Rabbani (2016) and Nurhamidah, et al. (2018) explained that using CS while explaining new concepts saves time, and Purnama (2020) acknowledged that using learners' L1 comes in handy to explain difficult English words or terminology that has different meanings in the two languages. For the latter, Horasan (2014) discovered that in the interviews, teachers said that they prefer to explain grammar points using CS at beginner levels only; however, both students and teachers usually discuss grammar points and check comprehension using L1 and L2. As it was mentioned in the literature review, CS helps in any problematic part of grammar; for example, in concepts, examples, or uses (Horasan, 2014).

It should be stated once more, that 70% of these studies were carried out at universities, which could be a major factor why all the 16 papers for this category appeared in the first group only. Besides, the majority of classes were imparted in English and the students were learning subjects related to business (Adriosh & Razı, 2019; Sanchez-Garcia, 2018; Wang, 2017), TEFL (Obaidullah, 2016; Puspawati, 2018), or Engineering (Obaidullah, 2016; Wang, 2017).

Moreover, table 8 represents the 3 most common circumstances where CS is employed with the purpose of socialization and the number of studies whose results showed them.

Table 8

Socialization functions of CS in EFL classrooms

Studies	Socialization functions of CS in EFL classrooms		
	Interaction- Personal Matters	Creating a friendly and enjoyable environment	Greeting and closure
Grant & Nguyen (2017)	x	x	
Obaidullah (2016)	x	x	
Syafri, Jufrizal, & Amri (2019)	x		
Hussein, Saed, & Haider (2020)	x	x	
Adriosh & Razı (2019)	x		x
Alsied (2018)		x	
Mushtaq & Rabbani (2016)	x	x	
Itmeizeh, Ibnian, & Sha (2017)	x	x	x
Sánchez-García (2018)	x	x	
Bhatti, Shamsudin, & Said (2018)	x	x	x
Puspawati (2018)	x	x	
Raman & Yigitoglu (2018)		x	
Total	*10*	*10*	*3*

Note. N = 12

Table 8 shows the different social functions CS has in EFL classrooms analyzed in the different studies. The first category, *interaction- personal matters,* refers to any type of one-to-one interaction between a student and teacher either outside or during teaching hours as explained before. The subject of conversation could be either to ask for a deeper explanation of the class or assignments (Hussein, et al., 2020; Syafri, Jufrizal, & Amri, 2019) or informal conversation (Adriosh & Razı, 2019; Puspawati, 2018).

Furthermore, the second category, *creating a friendly and enjoyable environment,* represents any type of moment when teachers or learners code-switch to stimulate motivation and to make students feel relax to benefit their own learning (Mushtaq & Rabbani, 2016; Grant & Nguye, 2017, and Alsied, 2018). For instance, teachers and pupils used it to narrate personal experiences related to the topic (Mushtaq & Rabbani, 2016), or to tell jokes and wordplays (Puspawati, 2018). In fact, Obaidullah (2016) determined that students got bored and distracted if

English was the only language used during the class. Conversely, teachers in Raman and Yigitoglu's (2018) research indicated they do not hold any interpersonal conversation because they were almost the same age as their students causing problems to set boundaries.

Finally, *greeting and closure,* with *o*nly 3 studies, represented one significant result (Adriosh & Razı, 2019; Itmeizeh, et al. , 2017; Bhatti, et al., 2018); as it shows the presence of cultural influence in the EFL classroom. These 3 studies were carried out in Arab-speaking countries in which, as Adriosh and Razı (2019) explained, people have special greetings and blessing phrases that are important for their culture. Since not all authors are from the mentioned countries, this was not the main reason for using CS for socialization in classes, but an important aspect for future research.

Table 9

Classroom management functions of CS in EFL classrooms

Studies	Classroom management functions of CS in EFL classrooms		
	Clarifying instructions and procedures	Gaining back students' attention Topic shift	Discipline
Grant & Nguyen (2017)	x	X	x
Hussein, Saed, & Haider (2020)	x	X	
Itmeizeh, Ibnian, & Sha (2017)	x		
Nurhamidah, Fauziati, & Supriyadi (2018)			x
Wang (2017)	x		
Sánchez-García (2018)	x	X	
Bhatti, Shamsudin, & Said (2018)	x	X	x
Muslim, H Sukiyah, & Rahman (2018)			x
Puspawati (2018)	x		
Obaidullah (2016)			x
Horasan (2014)	x	X	
Total	*8*	*5*	*5*

Note. N = 11

Table 9 displays the different functions of CS within the classroom management group that different authors found in their research papers. *Clarifying instructions or procedures* is the

most common one, with 8 studies followed by *discipline* and *attention capture* with 5 studies each. Regarding the former, authors reported that teachers employed code-switching only after giving instructions for the first time in the TL, mostly to be sure that students would complete activities without any difficulty (Hussein, et al., 2020). Itmeizeh, et al. (2017) were the only authors whose results showed that teachers code-switched to explain directions and classroom directions prior a test that was going to be administered. However, this was due because the observation of the classes in the other studies was carried out during teaching hours only.

Additionally, Obaidullah (2016) explained that CS is a useful tool to discipline students, especially in larger groups. Researchers identified that by controlling discipline, the class could be carry out without interruptions, and thus, improving the teaching-learning process (Hussein, et al., 2020; Puspawati, 2018). This function is also closely related to the second category, *attention capture*, as they used it to keep the class engaged and avoid students losing concentration (Horasan, 2014).

Table 10

Functions of CS for students in EFL classrooms

Studies	Students' functions of CS in EFL classrooms			
	Asking for help and negotiation meaning	Fluency in communicating ideas and opinions	Avoiding misunderstanding	Language impairment
Diaz (2019)	x		X	X
Hussein, Saed, & Haider (2020)		x	X	
Alsied (2018)	x	x		
Purnama (2020)	x			
Nurhamidah, Fauziati, & Supriyadi (2018)		x	X	X
Wang (2017)		x		
Muslim, H Sukiyah, & Rahman (2018)	x		X	
Horasan (2014)	x	x		
Total	*5*	*5*	*4*	*2*

Note. N = 8

In comparison to the previous categories, fewer papers focused on discovering how students used CS for learning functions with a total of 8 studies out of the 18 analyzed in this category. As shown in Table 10, the most common students' functions of CS are *asking for help or negotiating meaning, fluency in communicating ideas and options,* and *avoiding misunderstandings* with 5 and 4 papers respectively. Regarding the first one, Purnama (2020) explained that students are more willing to ask questions if they know teachers allow them to use L1 even if they do not use it, which is helpful to assurance the learning process. In fact, similar results were concluded by Diaz (2019), the researcher identified that students had positive insights about the English-only policy in their immerse program, but they also required to have a teacher who speaks their same language and allows them to use their L1, when needed, without being punished.

Additionally, researchers explained that students code-switched when having problems recalling certain words (Wang, 2017; Diaz, 2019). Looking at the fact that EFL learners do not have many opportunities to use the target language outside the classroom, Wang (2017) also suggested that they are just out of practice. However, Diaz (2019) stated that this was a sign of students' language impairment caused by their lack of grammar and vocabulary. As a result, the author suggested strategies and tasks to help students achieve their language fluency goals.

Based on the previous analysis, it can be concluded that the effects produced by using CS in an EFL lesson are mainly positive, namely tackling pedagogical issues and improving motivation are the most common. In addition, despite the fact that studies reported negative and positive attitudes towards teachers' and students' code-switching, the number of studies registering a positive perspective seems to be higher; being the students who showed better perceptions than teachers. Finally, regarding the functions that CS performs in English classrooms, the main purposes for teachers to code-switch are *constructing content knowledge, introducing new*

vocabulary, interaction, motivation, and *clarifying instructions,* and for students, *asking for help,*

negotiating meaning, avoiding misunderstandings, and *fluency in communication* are the

foremost reported.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

This research synthesis aimed to analyze the impact of code-switching (CS) in the teaching/learning process in EFL Intermediate level classrooms. Through the analysis of 22 empirical studies, it was possible to find the most common effects of CS, the perspectives from teachers and students toward this phenomenon, as well as the different functions that CS fulfills at this level.

The findings from the analysis may be presented as follow: first, CS affects positively on students' motivation and participation, and it gives easier solutions to tackle common pedagogical issues in SLA. For the former, Diaz (2019) clarified that CS reduces anxiety, allowing students to be more willing to participate and talk to their partners. In support of this idea, Ariza (2002) mentioned that using the Community Language Learning (CLL) method, students are allowed to code-switch, and they free themselves from the anxiety and preoccupations of not knowing all the words the Target Language (TL), this aspect stimulates learners to acquire the TL naturally and fearlessly. As for the latter, The Bilingual method supported the idea that the first language should be used for specific purposes only so it can be beneficial. This suggestion was met in the studies in which teachers code-switched for specific cases such as recalling students' attention, explaining troublesome content, and teaching vocabulary.

Nevertheless, the analysis also showed negative effects, like limited TL input exposure, negative transfer to TL, and minimum effort in using the TL. Thus, it is imperative to emphasize the great responsibility the teacher has when using CS with Intermediate level students because it

will be in our hands to control these fallacies.

Second, the results of the attitudes and perspectives towards the use of CS in EFL classes varied depending on who were the switchers. As Faltis (1989) explained, teachers must be aware of the reasons why they are using L1 in the class, so students also understand its use as one of the criteria of the New Concurrent Approach (NCA). Moreover, students explained CS was helpful for them because it made it easier to understand the lesson and, in a long term, it helped them to enhance their own learning process of the language (Alsied, 2018; Obaidullah, 2016). These responses are aligned with what Satya (2018), for the Bilingual Method, clarified, that instead of confusing learners by creating false scenarios, the teachers convey the meaning through translation making concepts simple to grasp. Regarding some of the negative responses, CS made students feel like they were not learning a new language because their time to practice the language was limited (Alsied, 2018). Even more, some believed they could become more proficient if the classes were done exclusively in English.

Regarding the third question, many different functions from the analysis could be noted. Eldrige (1996) pointed out that dividing the functions of CS is a complicated task because they are open to interpretation and can be multifunctional. However, considering the framework proposed by Ferguson (2003), it was easier to classify them. For instance, teachers code-switched for constructing content knowledge, introducing new vocabulary, interacting with students, creating a friendly environment, clarifying instructions, and more. Some of these functions are aligned with the ones proposed in the NCA. Likewise, students code-switched for diverse reasons such as avoiding misunderstandings caused by their peers' language impairment, asking for help, and negotiating meanings. They also switched to obtain fluency in communicating ideas and giving opinions in the class, same functions that were suggested by the CLL method.

6.2. Recommendations

Based on the analysis and results, some recommendations can be stated. Firstly, more than half of the recollected studies took place in Asia; hence, more research should be carried out in other continents and countries, specifically here in Ecuador to identify if the application of CS and its impact in EFL classes is similar to what this research synthesis concluded. Additionally, a great percentage of the studies chosen for analysis were carried out in universities in Asia; in classes where the Content-based approach and CLIL were the most common methods of teaching. The results from the analysis could differ in other contexts where EFL classes do not employ the mentioned methods.

Secondly, teachers should be encouraged to stop thinking CS is harmful in EFL classes and start accepting this common characteristic of bilingual people. However, being aware that the students' NL is always present in EFL classes, and that this situation may cause great problems in their academic performance when it is being overused, teachers should understand the benefits of CS and the proper ways of employing it in the class. As the Bilingual Method and NCA suggest when CS is being controlled and limited, CS helps students in their foreign language acquisition.

Lastly, each teacher, knowing deeply their own students' needs and aspirations, should create an individual framework for the CS functions that would benefit them and their learners in their teaching/learning process. Ferguson (2003) endorsed teachers to teach English language classes monolingually (in the target language) or using L1 depending solely on their own context.

References

*Adriosh, M., & Razı, Ö. (2019). Teacher's Code Switching in EFL Undergraduate Classrooms in Libya: Functions and Perceptions. *SAGE Open*, *9*(2). https://doi.org/10.1177/2158244019846214

Agudo, J. (2017). Non-native teachers' code-switching in L2 classroom discourse. Native and non-native teachers in English language classrooms. Professional challenges and teacher education, 75-97. Retrieved from: https://books.google.com.ec/books

Alexander, L. (1978). An Introduction to the Bilingual Method of Teaching Foreign Language. *Foreign Language Annals, 11*(3), 305-313. doi:10.1111/j.1944-9720.1978.tb00043.x

*Alsied, S. M. (2018). An investigation of the use of the first language in Libyan EFL classrooms. *Teflin Journal*, *29*(2), 155–176. https://doi.org/10.15639/teflinjournal.v29i2/155-176

Ariza, E. (2002). Resurrecting "Old" Language Learning Methods to Reduce anxiety for New Language Learners: Community Language Learning to the rescue. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education, 26*(3), 717-728. doi:10.1080/15235882.2002.10162586

*Asghar, A., Abusaeedi, R., & Jafarian, M. (2016). Observing Students' Attitudes Towards Teachers' Code-switching in EFL Classes. Does Gender Have Any Impact? *International Journal for 21st Century Education*, *3*(1), 69–75. https://doi.org/10.21071/ij21ce.v3i1.5648

Asian Association on National Languages. (1987). *National Language and Communication in Multilingual Societies*. (A. Omar, Ed.). Retrieved from https://books.google.com.ec

*Bhatti, A., Shamsudin, S., & Said, S. (2018). Code-Switching: A Useful Foreign Language

Teaching Tool in EFL Classrooms. *English Language Teaching*, *11*(6), 93.

https://doi.org/10.5539/elt.v11n6p93

British Council. (n.d). *English levels*. Retrieved June 13, 2020, from

https://www.britishcouncil.sg/english-courses/adults/levels

Butzkamm, W., & Caldwell, J. (2008). *The Bilingual Reform. A Paradigm shift in Foreign*

Language Teaching. Gunter Narr Verlag Tübingen. Retrieved from

https://www.researchgate.net/publication/304579219_The_Bilingual_Reform_A_Paradig

m_shift_in_Foreign_Language_Teaching

Cambridge English. (n.d). *About the Common European Framework of Reference for Languages*

(CEFR). Retrieved from International Language Standards:

https://www.cambridgeenglish.org/exams-and-tests/cefr&

Carrasquillo, A. (1994). *Teaching English as a Second Language: A Resource Guide* [E-book].

London: Garland Publishing. Retrieved from

https://books.google.com.ec/books/about/Teaching_English_as_a_Second_Language.htm

l?id=-ctYAQAAQBAJ&redir_esc=y

Chambers, F. (1991). Promoting use of the target language in the classroom. *Language Learning*

Journal, *4*(1), 27–31. https://doi.org/10.1080/09571739185200411

Chughtai, I., Khan, M., & Khan, M. (2016). Reasons and contexts to switch and mix English

code by Pakistani young learners in their native speech: A sociolinguistic study.

International Journal of Language and Linguistics, 3(1), 85-94.

Code. (n.d.). In *dictionary.cambridge.org.* Retrieved from

https://dictionary.cambridge.org/us/dictionary/english/code

Conti, G. (2016). *Grammar translation and Communicative Language Teaching Compared.* Retrieved from The Language Gym: https://gianfrancoconti.com/2016/01/12/grammar-translation-and-communicative-language-teaching-compared/

Cook, V. (2016). *Second Language Learning and Language Teaching* (5th ed.). United Kingdom: Taylor & Francis. Retrieved from Google.com/books/

Council of Europe. (n.d). *The CEFR Levels*. Retrieved from Common European Framework of Reference for Language (CEFR): https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

Devic, H. (2008). *Code-Switching in Computer-Mediated Communication. A case study of Croatian-English Discussions Forums.* Diplom. Retrieved from books.google.com

*Diaz, A. L. (2019). Spanish Use in the English Classroom : A study of Dominican Students in an English-Only Environment. *Beyond Words*, *7*(1), 20–31.

Du, Y. (2016). *The Use of First and Second Language in Chinese University EFL Classrooms.* Springer. Retrieved from books.google.com

Eastman, C. (1997). *Lesley Milroy & Pieter Muysken (eds.), One speaker, two languages: Crossdisciplinary perspectives on code-switching, Cambridge & New York: Cambridge University Press, 1995.* https://doi.org/10.1017/s0047404500021096

Eldridge, J. (1996). Code-switching in a Turkish secondary school. *ELT Journal, 50*(4), 303-311. Retrieved from http://eltj.oxfordjournals.org/

Exam English. (n.d.). *CEF Levels*. Retrieved from CEFR: https://www.examenglish.com/CEFR/cefr.php

Faltis, C. (1989). Code-switching and bilingual schooling: An examination of Jacobson's new concurrent approach. *Journal of Multilingual and Multicultural Development*, *10*(2), 117–127. https://doi.org/10.1080/01434632.1989.9994368

Fareed, M., Humayun, S., & Akhtar, H. (2016). English Language Teachers' Code-switching in Class: ESL Learners' Perceptions. *Journal of Education & Social Sciences*, *4*(1), 1–11. https://doi.org/10.20547/jess0411604101

Ferguson, G. (2003). Classroom code-switching in post-colonial contexts. *AILA Review*, *16*, 38–51. https://doi.org/10.1075/aila.16.05fer

Forgas, J. (2012). *Language and Social Situations* [E-book] (Illustrated ed.). Retrieved from https://books.google.be/books

Garcia, O., & Kleyn, T. (Eds.). (2016). Translanguaging with Multilingual Students: Learning from Classroom Moments. *Canadian Modern Language Review, 72*(4), 578–580. https://doi.org/10.3138/cmlr.72.4.578

*Grant, L., & Nguyen, T. (2017). Code-switching in Vietnamese university EFL teachers' classroom instruction: a pedagogical focus. *Language Awareness*, *26*(3), 244–259. https://doi.org/10.1080/09658416.2017.1402915

Hall, C. (2014). Moving beyond accuracy: From tests of English to tests of "Englishing." *ELT Journal*, *68*(4), 376–385. https://doi.org/10.1093/elt/ccu016

Hall, G., & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching, 45*(3), 271-308. https://doi.org/10.1017/S0261444812000067

Halliwell, S. (1992). *Teaching English in the Primary Classroom.* Essex, UK: Longman House. Retrieved from https://www.scribd.com/doc/202520261/Susan-Halliwell-Teaching-English-in-the-Primary-Classroom-Longman-Handbooks-for-Language-Teachers-1992

Halliwell, S., & Jones, B. (1991). *On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers.* Retrieved from https://eric.ed.gov/?id=ED348864

*Haryanto, E., Sulistiyo, U., Khairani, M., & Wulan, R. (2016). Indonesian or English? EFL Student Teachers' Preference and Perception on the Language Use in the Classroom.

IJEE (Indonesian Journal of English Education), *3*(1), 46–59.

https://doi.org/10.15408/ijee.v3i1.3941

*Horasan, S. (2014). Code-switching in EFL classrooms and the perceptions of the students and

teachers. In *Journal of Language and Linguistic Studies* (Vol. 10).

https://doi.org/10.17263/jlls.44110

*Hussein, R., Saed, H., & Haider, A. (2020). Teachers and students code-switching: The

inevitable evil in EFL classrooms. *International Journal of Learning, Teaching and

Educational Research*, *19*(2), 60–78. https://doi.org/10.26803/ijlter.19.2.5

*Itmeizeh, M., Ibnian, S., & Sha, M. (2017). Code-Switching among Teachers of English

Language Service Courses at PAUC: Types and Functions Code- Switching among

Teachers of English Language Service Courses at PAUC: Types and Functions. *Asian

Journal of Humanities and Social Studies*, *5(8)*, 262–269. Retrieved from

www.ajouronline.com

Ja'afar, N., & Maarof, N. (2016). Teachers' Beliefs of Code Switching in the ESL Classroom.

Open Journal of Social Sciences, 4(4), 212-222. https://doi.org/10.4236/jss.2016.44030

Jacobson, R. (1981). The Implementation of a Bilingual Instruction Model: The New Concurrent

Approach. In R. Padilla (Ed.), *Bilingual Education Technology. Ethnoperspectives in

Bilingual Education Research* (Vol. III, pp. 14-30). Washington: National Institution of

Education. Retrieved from https://files.eric.ed.gov/fulltext/ED212133.pdf

Jalal, R. (2010). A suggestion to use CS as an L1 resources in the students. Fort Collins,

Colorado: Colorado Stata University.

Jingxia, L. (2010). Teachers' Code-Switching to the L1 in EFL Classroom. *The Open Applied

Linguistics Journal, 3*, 10-23. https://doi.org/10.2174/1874913501003010010

*Kashi, H. (2018). Effect of Inter-sentential vs Intra-sentential Code-Switching: With a Focus on

Past Tense. *International Journal of Applied Linguistics and English Literature, 7*(2), 163-169. doi:http://dx.doi.org/10.7575/aiac.ijalel.v.7n.2p.163

Keller, G. (2016). *Code Switching in Teaching English to Speakers of Other Languages*. Retrieved from http://repository.usfca.edu/capstone/480

Koba, N., Ogawa, N., & Wlkinson, D. (2000). Using the Community Language Learning Approach to Cope with Language Anxiety. *The Internet TESL Journal, 6*(11). Retrieved from http://iteslj.org/

Kootstra, G., Van Hell, J., & Dijkstra, T. (2009). Two speakers, one dialogue. In l. Isurin, D. Winford, & K. De Bot (Eds.), *Multidisciplinary Approaches to Code Switching* (pp. 129-159). John Benjamins Publishing.

Koronkiewicz, B. (2018). Acquiring L1-English L2-Spanish Code-Switching: The Role of Exposure to Language Mixing. *Languages*, *3*(3), 26. https://doi.org/10.3390/languages3030026

Krasina, E., & Mahmoud, J. (2018). Code-switching: State of the art. *RUDN Journal of Language Studies, semiotics, and Semantics, 9*(2), 403-415. doi: 10.22363/2313-2299-2018-9-2-403-415

Liu, P. (2008). *Code-switching and Code-mixing*. Beltz Verlag. Retrieved from https://books.google.be/books?id=6q0zP62rab8C

Llurda, E. (2006). *Non-Native Language Teachers: Perceptions, Challenges and Contributions to the Profession*. Retrieved from https://books.google.com.ec/books?id=u9bUmq0kxeUC

Lubliner, S., & Grisham, D. (2017). *Translanguaging: The Key to Comprehension for Spanish-Speaking Students and Their Peers* [E-book]. Rowman & Littlefield. Retrieved from https://books.google.com.ec/

Medan, U. (2016). Levels of Code Switching on EFL Student's Daily Language; Study of

    Language Production. *Advances in Language and Literary Studies*, *7*(3).

    https://doi.org/10.7575/aiac.alls.v.7n.3p.278

Milroy, L., & Muysken, P. (Eds.). (1995). *One Speaker, Two Languages: Cross-Disciplinary*

    Perspectives on Code-Switching. Cambridge Arts & Disciplines. Retrieved from

    books.google.com.ec

*Mushtaq, H., & Rabbani, R. (2016). Using Code-Switching As a Pedagogical Tool in English

    As a Foreign Language (Efl) Classrooms. *INTED2016 Proceedings*, *1*(December 2016),

    2964–2973. https://doi.org/10.21125/inted.2016.0167

*Muslim, M., Sukiyah, H., & Rahman, A. (2018). a Study of Teachers and Students' Code

    Switching in Efl Classrooms Setting. *Journal of English Language Teaching*, *5*(1).

    Retrieved from http://ojs.ikipmataram.ac.id/index.php/joelt

Nguyen, T. (2014). *Code Switching: A Sociolinguistic Perspective.* Anchor Academic

    Publishing. Retrieved from books.google.com

Nilsson, R. (2019). *Codeswitching in the Swedish EFL classroom: A comparative study of*

    teachers' views and practices regarding first language use and related guidelines

    (Karlstads University). Retrieved from http://www.diva-

    portal.org/smash/get/diva2:1327611/FULLTEXT01.pdf

Norris, J., & Ortega, L. (2006). *Synthesizing Research on Language Learning and Teaching.* [E-

    book] John Benjamins Publishing. Retrieved from

    https://books.google.be/books?id=eoeULKkUlI4C

*Nurhamidah, N., Fauziati, E., & Supriyadi, S. (2018). Code-Switching in Efl Classroom: Is It

    Good or Bad? *Journal of English Education*, *3*(2), 78–88.

    https://doi.org/10.31327/jee.v3i2.861

*Obaidullah, M. (2016). Code Switching in EFL Classrooms: A Bangladeshi Perspective. *Theory and Practice in Language Studies*, *6*(5), 924. https://doi.org/10.17507/tpls.0605.03

O'Malley, J., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. https://books.google.com.ec/books?id=HGzxBMBp4lkC&dq=teaching+and+learning+strategy+efl&source=gbs_navlinks_s

Palmer, D. (2009). Code-Switching and Symbolic Power in a Second Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry. In *Bilingual Research Journal: The Journal of the National Association for Bilingual Education, 32*(1), 42-59, https://doi.org/10.1080/15235880902965854

*Purnama, I. G. A. V. (2020). Code-switching in teaching English subject for EFL students. *Journal of Applied Studies in Language*, *4*(1), 97–105. https://doi.org/10.31940/jasl.v4i1.1595

*Puspawati, I. (2018). Teachers' Use of Code Switching in EFL Classroom and its Functions. *Journal of Foreign Languange Teaching and Learning*, *3*(1), 73–74. https://doi.org/10.18196/ftl.3128

*Raman, Y., & Yigitoglu, N. (2018). Justifying code switching through the lens of teacher identities : novice EFL teachers ' perceptions. *Quality & Quantity*, *52*(5), 2079–2092. https://doi.org/10.1007/s11135-017-0617-1

Richards, J. C., Rodgers, T. S., Richards, R. J. C., Dudeney, G., Richards, J. C. (2001). Approaches and Methods in Language Teaching. United Kingdom: Cambridge University Press.

*Samani, S. K., & Narafshan, M. H. (2016). Students' Strategic Reactions to the Role of Native Language as a Medium of Instruction in English Classrooms. *Journal of Language Teaching and Research*, *7*(4), 716. https://doi.org/10.17507/jltr.0704.11

Sampson, A. (2012). Learner code-switching versus english only. *ELT Journal*, *66*(3), 293–303. https://doi.org/10.1093/elt/ccr067

*Sánchez-García, D. (2018). Codeswitching practices in the discourse of two lecturers in English-medium instruction at university. *Elia*, *18*(18), 105–135. https://doi.org/10.12795/elia.2018.i18.05

Satya, S. (2018). English Language Teaching: The Bilingual Method. *Journal for Research Scholars and Professionals of English Language Teaching, 2*(8), 1-5. Retrieved from http://jrspelt.com/wp-content/uploads/2018/07/Satya-bilingual.pdf

Saville-Troike, M. (2003). Code-switching and Style-Shifting. In The Ethnography of Communication (3rd ed.). Blackwell Publishing. Retrieved from https://pdfs.semanticscholar.org/d15c/bfc299706361630bf1cc7f263b170faed12f.pdf

Selamat, J. (2016). *Code Switching in the classroom*. (January), 188. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.850.1479&rep=rep1&type=pdf

Shay, O. (2015). To Switch or Not to Switch: Code-switching in a Multilingual Country. *Procedia - Social and Behavioral Sciences*, *209*(July), 462–469. https://doi.org/10.1016/j.sbspro.2015.11.253

Simasiku, L., Kasanda, C., & Smit, T. (2015). Can code switching enhance learners' academic achievement? *English Language Teaching*, *8*(2), 70–77. https://doi.org/10.5539/elt.v8n2p70

Singh, R. (2009). *Teaching Strategies.* APH Publishing Corporation. Retrieved from https://books.google.com.ec/books?id=uqDsW_A5XkMC

Siva, N., & Narendra, M. (2012). A study of Code Switching in Relation to ESL. *Language in India, Strength for Today and Bright Hope for Tomorrow, 12*(4), 57-63. Retrieved from https://www.researchgate.net/publication/337103221_A_Study_of_Code_Switching_in_

Relation_to_ESL_57_LANGUAGE_IN_INDIA_Strength_for_Today_and_Bright_Hope _for_Tomorrow_Volume_12_4_April_2012_A_Study_of_Code_Switching_in_Relation_ to_ESL

Spooner, M. (2017). *Code-Switching and Its Challenges: Perspectives on Translanguaging in the EFL/ESL Classroom* (pp. 1–187). pp. 1–187. Retrieved from https://digitalcommons.usu.edu/gradreports

Stell, G., & Yakpo, K. (2015). *Code-switching between Structural and Socioliguistic Perspectives.* Walter de Gruyter GmbH & Co KG. Retrieved from https://books.google.com

Suganda, L., Loeneto, B., & Zuraida, B. (2018). Teachers' Use of Code Switching in An English as A Foreign Language. *Script Journal: Journal of Linguistic and English Teaching, 3*(2), 111-126. https://doi.org/10.24903/sj.v3i2.202

*Syafri, N., Jufrizal, & Amri, Z. (2019). *Lecturers' And Students' Code Switching In EFL Classroom*. *335*(ICESSHum), 498–504. https://doi.org/10.2991/icesshum-19.2019.80

TED. (2016). *Honoring Spanglish As Resource |Eric Johnson|* [Video file]. Retrieved from https://www.youtube.com/watch?v=5kMDx6T3DmQ

The London School of English. (n.d.). *The London School of English: Your Experience*. Retrieved November 12, 2020, from https://www.londonschool.com/level-scale/

Toribio, A. (2002). Spanish-English code-switching among US Latinos. International Journal of the Sociology of Language, 158, 89–119. https://doi.org/10.1515/ijsl.2002.053

Vogt, H. (1954). Language Contacts. *Word, 10*(2-3), 365-374. doi: 10.1080/00437956.1954.11659533

*Wang, X. (2017). *Cross-Cultural Communication Comparative Study on Instructors' and Students' Code-Switching in an EFL Class*. *13*(8), 44–53. https://doi.org/10.3968/9934

Zabrodskaja, A. (2008). Code-switching and L2 students in the University: Bilingualism as an

Enriching Resource. *JoLIE*, 99-114. Retrieved from

https://www.academia.edu/523524/codeswitching_and_l2_students_in_the_university_bi

lingualism_as_an_enriching_resource1.

Appendix A: Primary studies

1	Adriosh, M., & Razı, Ö. (2019). Teacher's Code Switching in EFL Undergraduate Classrooms in Libya: Functions and Perceptions. SAGE Open, 9(2). https://doi.org/10.1177/2158244019846214
2	Alsied, S. M. (2018). An investigation of the use of the first language in libyan EFL classrooms. Teflin Journal, 29(2), 155–176. https://doi.org/10.15639/teflinjournal.v29i2/155-176
3	Asghar, A., Abusaeedi, R., & Jafarian, M. (2016). Observing Students' Attitudes Towards Teachers' Code-Switching in EFL Classes. Does Gender Have Any Impact? International Journal for 21st Century Education, 3(1), 69–75. https://doi.org/10.21071/ij21ce.v3i1.5648
4	Bhatti, A., Shamsudin, S., & Said, S. B. M. (2018). Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms. English Language Teaching, 11(6), 93. https://doi.org/10.5539/elt.v11n6p93
5	Diaz, A. L. (2019). Spanish Use in the English Classroom: A study of Dominican Students in an English-Only Environment. Beyond Words, 7(1), 20–31.
6	Grant, L. E., & Nguyen, T. H. (2017). Code-switching in Vietnamese university EFL teachers' classroom instruction: a pedagogical focus. Language Awareness, 26(3), 244–259. https://doi.org/10.1080/09658416.2017.1402915
7	Haryanto, E., Sulistiyo, U., Khairani, M., & Wulan, R. (2016). Indonesian or English? EFL Student Teachers' Preference and Perception on the Language Use in the Classroom. IJEE (Indonesian Journal of English Education), 3(1), 46–59. https://doi.org/10.15408/ijee.v3i1.3941
8	Horasan, S. (2014). Code-switching in EFL classrooms and the perceptions of the students and teachers. In Journal of Language and Linguistic Studies (Vol. 10). https://doi.org/10.17263/jlls.44110
9	Hussein, R. F., Saed, H. A., & Haider, A. S. (2020). Teachers and students code-switching: The inevitable evil in EFL classrooms. International Journal of Learning, Teaching and Educational Research, 19(2), 60–78. https://doi.org/10.26803/ijlter.19.2.5
10	Itmeizeh, M., Ibnian, S. S., & Sha, M. (2017). Code-Switching among Teachers of English Language Service Courses at PAUC: Types and Functions Code- Switching among Teachers of English Language Service Courses at PAUC: Types and Functions. Asian Journal of Humanities and Social Studies, 5(8), 262–269. Retrieved from www.ajouronline.com
11	Kashi, H. (2018). Effect of Inter-sentential vs Intra-sentential Code-Switching: With a Focus on Past Tense. International Journal of Applied Linguistics and English Literature, 7(2), 163-169. doi:http://dx.doi.org/10.7575/aiac.ijalel.v.7n.2p.163

12	Mushtaq, H., & Rabbani, R. (2016). Using Code-Switching As a Pedagogical Tool in English As a Foreign Language (Efl) Classrooms. INTED2016 Proceedings, 1(December 2016), 2964–2973. https://doi.org/10.21125/inted.2016.0167
13	Muslim; Sukiyah; Rahman. (2018). a Study of Teachers and Students' Code Switching in Efl Classrooms Setting. Journal of English Language Teaching, 5(1). Retrieved from http://ojs.ikipmataram.ac.id/index.php/joelt
14	Nurhamidah, N., Fauziati, E., & Supriyadi, S. (2018). Code-Switching in Efl Classroom: Is It Good or Bad? Journal of English Education, 3(2), 78–88. https://doi.org/10.31327/jee.v3i2.861
15	Obaidullah, M. (2016). Code Switching in EFL Classrooms: A Bangladeshi Perspective. Theory and Practice in Language Studies, 6(5), 924. https://doi.org/10.17507/tpls.0605.03
16	Purnama, I. G. A. V. (2020). Code-switching in teaching English subject for EFL students. Journal of Applied Studies in Language, 4(1), 97–105. https://doi.org/10.31940/jasl.v4i1.1595
17	Puspawati, I. (2018). Teachers' Use of Code Switching in EFL Classroom and its Functions. Journal of Foreign Languange Teaching and Learning, 3(1), 73–74.
18	Raman, Y., & Yigitoglu, N. (2018). Justifying code switching through the lens of teacher identities: novice EFL teachers ' perceptions. Quality & Quantity, 52(5), 2079–2092. https://doi.org/10.1007/s11135-017-0617-1
19	Samani, S. K., & Narafshan, M. H. (2016). Students' Strategic Reactions to the Role of Native Language as a Medium of Instruction in English Classrooms. Journal of Language Teaching and Research, 7(4), 716. https://doi.org/10.17507/jltr.0704.11
20	Sánchez-García, D. (2018). Codeswitching practices in the discourse of two lecturers in English-medium instruction at university. Elia, 18(18), 105–135. https://doi.org/10.12795/elia.2018.i18.05
21	Syafri, N., Jufrizal, & Amri, Z. (2019). Lecturers' And Students' Code Switching In EFL Classroom. 335(ICESSHum), 498–504. https://doi.org/10.2991/icesshum-19.2019.80
22	Wang, X. (2017). Cross-Cultural Communication Comparative Study on Instructors' and Students' Code-Switching in an EFL Class. 13(8), 44–53. https://doi.org/10.3968/9934