



A Systematic Review of Code Switching in Bilingual Education: Patterns, Trends, and Insight from English Classroom Practice

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Abstract: *This study investigates the role of code-switching in bilingual educational settings, emphasizing its significance in enhancing students' comprehension and adaptability within diverse contexts. Despite its importance, the study identifies a notable gap in existing literature regarding the specific types of code-switching employed by teachers and students in classrooms. A systematic review was conducted to examine trends and research gaps in code-switching studies from 2013 to 2023, with an emphasis on peer-reviewed articles containing relevant keywords. The review used the Web of Science database and Boolean operators to reduce search results, yielding 579 articles. Following a thorough review, 25 studies were chosen for analysis, with a prevalence of mixed-methods and qualitative research methodologies. The findings demonstrated significant variances in methods of research over the last decade, with a shift in focus in bilingual education between 2018 and 2020. The study divides code-switching into three types: situational metaphorical code-switching, inter-sentential, and intra-sentential code-switching. Furthermore, it reveals that several studies emphasize the impact of socio-attitudinal factors on code-switching behaviors in teachers and students. This study contributes to the understanding of code-switching by offering a thorough analysis of its categories and methodology during the last 10 years. It highlights the complexities of code-switching across linguistic and cultural contexts, and it argues for multidisciplinary approaches to investigating language usage and communication issues in multiple sociocultural settings.*

Keywords: *Bilingual Education, Code Switching, ELT Classrooms, Systematic Review*

INTRODUCTION

Being able to speak more than one language often gives people a leg up socially, educationally, and professionally when compared to those who only speak one. Due to the fact that learning two languages opens up a universe of opportunities that are not limited to just one language. In today's globalized world, English has emerged as a lingua franca, widely used in business, media, education, and technology (Ajmal, 2020). This widespread use has led many countries, even those still developing, to weave English into their educational systems, giving rise to bilingual programs that promote English as a second or foreign language. Within

these bilingual settings, one common linguistic phenomenon is code-switching, defined by Gumperz (1973) as the alternate use of two or more languages within a single speech event. Weinreich (1953) further explained it as switching between languages depending on contextual factors such as topic or interlocutor, underscoring its dynamic and socially situated nature.

Bilingualism, generally refers to the ability to use two or more languages (Baker, 2011), plays a central role in shaping modern educational practices. In school contexts, bilingualism is not only an individual skill but also a reflection of classroom environments where both the first language and English are used in tandem. These bilingual settings provide students with opportunities to access content knowledge while gradually building their competence in the target language. For instance, teachers may introduce new concepts in English while offering clarification in the students' first language, enabling learners to grasp complex ideas without losing focus on language acquisition. This dual approach helps learners feel more secure and engaged, especially in contexts where English is still considered a foreign language. This is corroborated by the study from Nursanti (2016), who discovered that the use of bilingual language by the teacher as language teaching in English classes generated positive student impressions, as learners perceived it as both supportive and motivating. Such findings illustrate that bilingualism is not merely an abstract linguistic ability but a pedagogical resource that can bridge gaps between languages, cultures, and educational goals. Within these bilingual settings, one frequently observed practice is code-switching, which functions as a natural outcome of navigating between two languages in interaction.

Code-switching is often cited as effective for implementing bilingual settings. Both members of the bilingual society and pupils who are acquiring a second language from their environment frequently use code-switching (Ulfah, et al., 2021). In addition, Novianti, et al. (2021) states that the phenomenon of switching from one language variety to another, either audibly or in writing, to adapt to a different context is known as code-switching. To implement a bilingual setting, code-switching is often used in the classroom where the mother tongue and foreign language will complement each other. The use of code-switching plays an important role in learning foreign languages in the classroom as it helps students to understand the language they are learning. This is reinforced by a study by Istifci, I., (2019), which contends that code-switching should be permitted and used to improve communication abilities. The use of mother tongue and foreign language can be adjusted from the learning method and the purpose of the class. While some classrooms still primarily use the students' mother tongue for instruction, others use more foreign languages. Code-switching will inevitably happen because classes will employ both their native tongue and a foreign language. It can be concluded that code-switching is typically a normal aspect of classroom conversation.

In the realm of foreign language teaching, where it significantly shapes classroom dynamics and influences language acquisition, the phenomena of code-switching have drawn more attention. For bilingual and multilingual learners, code-switching, the act of alternating between two or more languages during a conversation or discourse, is an essential communication technique. The views of educators and learners regarding code-switching and its importance in the learning

process have been the subject of previous research, which has examined a number of aspects of this activity (Cahyani, 2018; Adder et al., 2020; Adriosh et al., 2018; Ataş et al., 2021; Kumar et al., 2021). These studies show that by utilizing students' linguistic resources, code-switching can improve understanding, encourage participation, and assist students in conveying difficult concepts. Despite these insights, there is still a significant lack in research on the precise types of code-switching used by teachers and students in the classroom. Understanding these categories is critical for maximizing language instruction and supporting the needs of various learners.

The present study aims to explore the different types of code-switching that can be employed in a foreign language classroom and whether specific categories of code-switching may help in the learning process. A systematic review involves an investigation into, and compilation of, studies on code-switching across wide domains, languages, and circumstances. This research attempts to shed light on the communication functions and possible advantages for language learning by classifying various types of code-switching, including intra-sentential, inter-sentential, and tag-switching (Poplack, 1980). The expected outcomes are recommendations concerning pedagogical interventions that consider linguistic diversity as a resource for learning and a deeper understanding of how specific kinds of code-switching can foster foreign language learning. This paper, therefore, will be structured to start with the review of related literature on code-switching, followed by a detailed description of the methodology used in this study. The results are presented in the following sections, discussed in terms of their implications for language instruction and recommendations for further investigations in the field.

LITERATURE REVIEW

Previous Studies on Code Switching

Code-switching is a well-known linguistic phenomenon that has piqued the curiosity of scholars from a wide range of specialties, including linguistics, sociology, psychology, and education. Early research laid the foundation for understanding this intricate behavior by examining how speakers shift between languages in both formal and informal contexts. According to Ayoemoni (2006), code-switching, the blending of components from many grammar systems into a single discourse, can take place at various linguistic levels. Illustrating how it can occur at various linguistic levels, ranging from the insertion of single lexical items to shifts in syntax or discourse markers. Building on this, Hymes (1976) expanded the idea to include variance within a single language as well as the usage of multiple languages in order to highlight the complexity of human communication. These perspectives underscore that code-switching is not a random act but a socially and linguistically meaningful practice. As such, subsequent studies have investigated its functions, such as signaling identity, managing classroom interaction, and facilitating comprehension, showing that code-switching is a central feature of bilingual and multilingual communication rather than a sign of linguistic deficiency.

Code-switching may be divided into two main categories from a structural standpoint: intra-sentential and inter-sentential switching. When speakers smoothly and unhesitatingly incorporate words or phrases from one language into another, this is known as intra-sentential code-switching. Fluency and acquaintance with both languages are frequently demonstrated by this kind of transition (Poplack, 2001). On the other hand, inter-sentential code-switching occurs when a speaker switches between languages at the end of sentences. Fluent bilinguals frequently exhibit this type, changing between languages according to the audience or conversational setting. Analyzing how people negotiate their linguistic circumstances and use language to convey who they are requires an understanding of these differences.

The field of code-switching studies has recently broadened to include sociocultural aspects and real-world uses in natural language processing (NLP). A thorough study by Albahoth et al. (2024) highlights the advancements in our knowledge of code-switching using both machine-learning techniques and linguistic theories. Their results show that, although early research concentrated on theoretical frameworks, more recent work is focused on real-world NLP applications, highlighting the value of code-switching in creating efficient language models and multilingual communication aids. Furthermore, a thorough examination by Arora (2019) showed that code-switching fulfills a number of pragmatic purposes that are impacted by social and cultural circumstances. Their research highlights the need for more investigation into the function of code-switching in multicultural settings, especially with regard to its effects on people's personality characteristics.

Additionally, research examining the connection between cultural identification and perceptions of code-switching has become more popular. Dewaele and Wei (2014) suggest that cultural identity and individual characteristics, including gender and educational background, have a substantial impact on people's comfort level with code-switching. Their results demonstrate how individual characteristics might influence language usage in multilingual circumstances by indicating that favorable views toward code-switching are associated with lower levels of neuroticism and better tolerance for ambiguity. Together, these studies highlight how intricate code-switching is at the nexus of identity, cognition, and social interaction, making it an essential topic for continued academic study.

Code Switching in English Classroom Context

Baker (2011) explores the pedagogical implications of code-switching in educational contexts and has researched the impact of the phenomenon on language acquisition and academic achievement. In Baker's study, it would seem that bilingual and multilingual children frequently engage in code-switching at school as a way of side-stepping difficult issues by utilizing their linguistic skills. According to his theory, code-switching can help language learners understand difficult concepts in their mother tongue while also enhancing their command of the target language. This process is embodied in the idea of "translanguaging," which promotes the use of all language resources to improve understanding and

speed up learning (Baker, 2011). Code-switching in the classroom can create an inclusive and effective learning environment that respects the language diversity of all pupils when both identified and supported by the teacher. Creese and Blackledge (2010) support such a claim by highlighting the flexibility and dynamic nature of language use in multilingual classrooms. According to Creese and Blackledge (2010), children employ code-switching as a tool for communication and meaning-making. They claim that code-switching should be considered by instructors as a resourceful tool and not an obstacle to language development. The researchers advocate for teaching methods that respect students' linguistic variety and employ code-switching to enhance language proficiency and comprehension.

The importance of code-switching goes beyond simple communication; it is also a potent instrument for cultural acceptability and identity expression. Students establish a sense of belonging in the classroom community by connecting with their ancestry and asserting their cultural identities through language switching. This viewpoint is consistent with Garcia's (2010) claim that valuing students' language backgrounds fosters a conducive learning environment. This idea is further supported by Crystal (1987), who lists a number of reasons why people switch codes, such as filling in vocabulary or fluency gaps. Students may naturally switch to a different language when they find it difficult to express themselves in one, demonstrating their linguistic flexibility. In line with this idea, Dendup (2010) contends that code-switching frequently happens among students who may not feel completely comfortable with a certain language, raising concerns about their general proficiency.

Recent research has extended earlier findings by highlighting the educational benefits of code-switching. Studies such as Nawaz et al. (2023) demonstrate that strategic code-switching can enhance learning outcomes for ESL learners, particularly when compared with instruction conducted exclusively in English. Additionally, Kaushanskaya and Crespo (2019) research indicates that code-switching exposure may have a positive impact on bilingual children's language ability, especially when taking verbal working memory into account. According to their findings, exposure to code-switching improves children's ability to process and integrate linguistic information across languages, which benefits children with better working memory capacities more. This bolsters the notion that teaching in students' mother tongues can improve their comprehension and memory of the subject matter.

Furthermore, it is impossible to overestimate the contribution that educators provide to the development of successful code-switching techniques. Teachers are urged to use strategies that support students' mastery of the dominant language while utilizing their linguistic skills. According to research by Cahyani (2018), teachers who use code-switching can foster a more attentive and dynamic learning environment. By doing this, they boost academic performance through increased understanding and involvement while also validating kids' cultural identities. Teachers must, however, find a balance between promoting advancement in the main language of instruction and using students' native tongues for support. Code-switching turns out to be a complicated process with significant effects on academic performance and language learning. Instead of being seen as a hindrance to

learning, it should be recognized as an essential component of effective education in multilingual classrooms. Teachers can foster a friendly environment that enhances students' academic performance and sense of cultural identity by recognizing code-switching as a legitimate language use. As this area of research advances, it will be essential for educators to remain current on the best methods for integrating code-switching into their instructional strategies.

RESEARCH METHOD

Article Selection

In order to describe the research trends and gaps in code-switching studies throughout the previous ten years (2013 to 2023), a systematic review was carried out for this study. This systematic review's objective is to thoroughly examine and compile the body of research on code-switching in a variety of fields, languages, and contexts. The purpose of this study is to fill research gaps by exploring patterns and trends in order to further the understanding of the phenomenon of code-switching. Titles, abstracts, and keywords were screened in order to pick articles based on predetermined inclusion and exclusion criteria. The studies to include where: studies published between 2013-2023, studies published in English, studies published in peer-reviewed academic journals, studies containing “code switching” or “code mixing” and “multilingual” or “language” in its title, abstract or keywords. Meanwhile the exclusion criteria were: studies written in languages other than English, studies that do not focus on code-switching or code mixing, and studies published before 2013. However, full-text reading is done for additional evaluation if the selection is unclear based on the titles, keywords, and abstracts.

The Web of Science (WoS) database served as the primary source due to its extensive multidisciplinary coverage and inclusion of high-quality peer-reviewed journals. The terms "code switching," "code mixing," "English," "multilingual," and "language" were used in different combinations throughout the literature search. Boolean operators (AND, OR) were applied to optimize retrieval of relevant studies and ensure comprehensive coverage. The search was further refined by applying filters to include only journal articles, excluding book chapters and conference papers. Furthermore, only studies that fell under the WoS topic areas of Social Sciences, Education & Educational Research, Linguistics, and Language & Linguistics were kept. After applying these refinements, a total of 579 articles were retrieved for preliminary screening.

Coding and Data Management

Microsoft Excel was used as a powerful tool for coding and data management in this systematic review. The methodical arrangement and classification of the acquired data from the chosen research was made easier by the use of Excel. An Excel coding framework was developed to systematically code and classify relevant data such as publication year, research methodology, participant demographics, language context, and implications. The structured database that resulted from the software's use of spreadsheet format made it possible to efficiently sort, filter, and compare data from different investigations.

Furthermore, Microsoft Excel sheets are able to automatically generate tables and figures used in the presentation of results and interpretation.

All information displayed in Figure 1, from column A to K, were newly recorded information in the same Excel sheet. Several information from the studies such as year published, source of database, theory, language, teaching approach, research method, language skills, participant, language focus, title, and category of code-switching displayed sequentially from column A to column K respectively, of the included 25 studies that were recorded in the Excel sheet. As a result, all the recorded information can be easily assessed as the first row of the sheet was 'Filtered' and 'Frozen' through the Microsoft Excel functions

Figure 1. Microsoft Excel Spreadsheet as The Coding Instrument

	A	B	C	D	E	F	G	H	I	J	K
1	Year	Journal	Theory	Language	Approach	Method	Skills	Participant	Language focus	Title	Category of CS
2	2019	WOS	(Macaro (2014)	English (for Kore	Total Physical Ri	mixed-method	Listening and re	72 children, from	Target vocabular	The use of teacher code-switch	
3	2014	WOS	Gumperz (1976)	Spanish (for Eng	Student center	Qualitative	Listening, speak	Sixteen Spanish teachers (8 rand	Language Use in Classroom	Adr	
4	2021	WOS	Gumperz's (198	English (for isiZulu speakers)		Qualitative	Speaking	Four African teachers		Why do teachers code-switch w	
5	2017	WOS	Macaro (2014)	English (for Vietnamese speakers	Qualitative ethn		Listening, speak	12 EFL teachers	Vocabulary, gran	Code-switching, CS for pedago	
6	2020	WOS	Cook (2001)	English (for Spai	Teacher's langua	Qualitative	Speaking, listeni	2 EFL teachers	Vocabulary, gran	Exploring the Co intra-clausal/se	
7	2019	WOS	Vygotsky's zone	English (for Man	First language (L	Qualitative	Speaking, listeni	English-Chinese	Vocabulary, gran	Examining the fu	Functions of cc
8	2018	WOS	Gumperz (1976)	English and Ara	Code-Switching	Qualitative ethn	Speaking, listeni	3 bilingual teach	Vocabulary, gran	Features of teach	inter-sentential
9	2020	WOS	Butzkamm and C	English (for Cantonese speakers)	mixed-method		Speaking	3 Teachers	Vocabulary, gran	Classroom disc	'metatalk' (Gaj
10	2021	WOS	Wei (2005)	Com English (for Indonesian and Minar	Quantitative		Speaking, listeni	5 teachers from	Vocabulary, gran	Teachers' Perce	situational and
11	2020	WOS	Green & Abutale	English (for Man	Bilingual approa	mixed-method	Speaking, listeni	20 Heritage Lan	Vocabulary	Teacher's code-	intra-sentential
12	2016	WOS	(Cummins 1979,	English (for Spai	monolingual teach	Qualitative	Reading, listenin	1 kindergarten te	simple tenses, vi	The use of Spanish by a monoli	
13	2020	WOS	(Kharma & Hajja	English (for Chinese speakers)	mixed-method		Listening	5 EMI teachers	educational prac	First and second language use i	
14	2021	WOS	Macaro's (2001)	English (for Mar	Bilingual approa	mixed-method	Listening, speak	169 teachers	Vocabulary	Translingual prac	The Virtual Pos
15	2020	WOS	rguson (1959)	ar English (for Alge	Direct method	mixed-method	Speaking	16 teachers	Vocabulary	English - Algeria inter-sentential	

FINDINGS AND DISCUSSION

After analyzing all the included 25 articles, detailed information on research methodologies, language used, and categories of CS were recorded in the ME sheet and were transformed into graphic, chart and tables to explain the research trends.

Trends in Research Methodologies

An overview of the distribution of annual trends and research kinds from 2013 to 2023 is shown in Figure 2. The 25 publications served as the basis.

Qualitative, Quantitative and Mixed-method

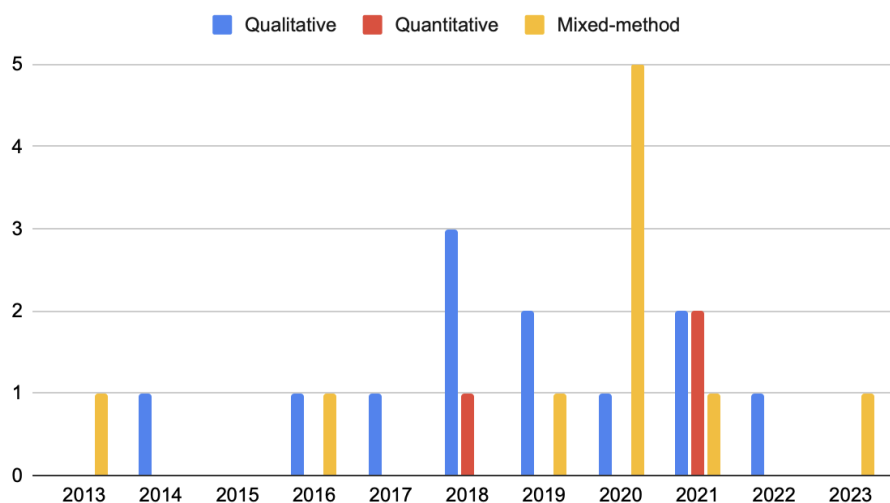


Figure 2. *Distribution of Annual Trends and Research Types (2013-2023)*

The prior studies were categorized into three groups by the current research: mixed, qualitative, and quantitative study types. While a quantitative study utilizes a questionnaire as its instrument, a qualitative investigation is based on observed and measured events; a few studies also use an ethnographic approach to grasp the subjective meaning. On the other hand, a mixed-methods study uses a questionnaire, interviews, and observation as its instruments. The data displayed in the table showed that the number of studies on code-switching remained consistent between 2013 and 2017, despite the fact that out of the 25 studies that were gathered, none were conducted in 2015.

Furthermore, research on code-switching increased in 2018, with four studies discussing code-switching discovered compared to one or two in previous years. In 2019, the graph dropped once more; however, significant changes were discovered in 2020, when the most code-switching study was published in comparison to prior or future years. In conclusion, of the 25 studies collected, the majority of previous studies were qualitative ($n=12$) with mixed-methods as the second majority types of the studies ($n=10$). Research on code-switching was most widely discussed in 2020 with a combination of research design mixed method types. However, 2021 is the only year in which three types of research designs were found in code-switching research.

One of the main findings under trends in research methodology is the prevalence of qualitative and mixed-methods designs over purely quantitative ones. This likely reflects the nature of code-switching as a socially situated, context-dependent phenomenon: qualitative methods (observations, interviews) allow deeper insight into participant attitudes, interactional dynamics, and the contextual meanings of switching, aspects that are difficult to capture through surveys alone. Mixed methods offer both breadth and richness. This is in line with past research

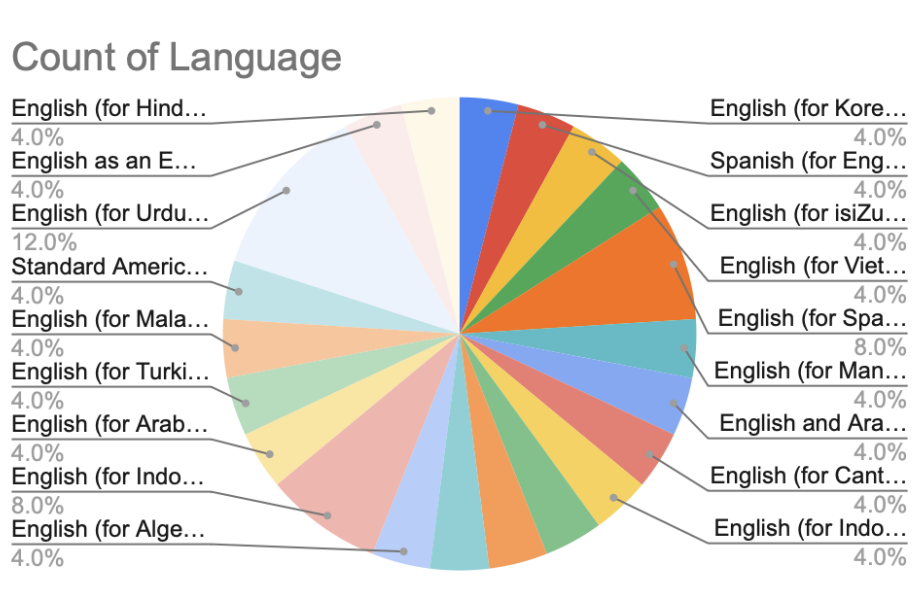
that focused on the pragmatic and functional aspects of code-switching (e.g., Ferguson, 2009; Gumperz, 1982), which call for detailed explanations rather than merely statistical correlations.

Another trend is the increased number of research on code-switching between 2018 and 2020. This surge can be the result of growing awareness of multilingual pedagogies around the world as well as changes in educational policies that promoted bilingual or trans-language practices in some countries (such as Indonesia and other multilingual countries). Greater financing for language study, greater pressure to publish, and technological advancements (easier audio/video recording, online classes) may also have played a role. Future studies should look at whether interest has continued until 2020 and what outside variables (such as funding, policy, and teacher preparation) contributed to this expansion.

Trends in Languages Used

An overview of the distribution of language used out of 25 studies collected is shown in Figure 3.

Figure 3. *Trend in Language Used in CS Research*



The language used in the 25 research on code-switching that have been gathered is displayed in the chart above. Each study with each language focus is displayed in the above chart. The language utilized in the research varied somewhat, despite the fact that several of the studies were carried out in the same nation. For instance, several studies are carried out in countries where Mandarin is the primary language. In one study (4 %), English was the foreign language being studied and Mandarin was the native tongue. One study (4%) utilized Mandarin and Cantonese as the local language, while another study (4%) did not specify which local language was used but did use English for Chinese speakers (4%). This also applies to countries where Indonesian and Hindi are the official languages. Two research (8%) employed the Indonesian language as the local language; nevertheless, one

study was also conducted in the same nation utilizing Minang (4%) and Javanese (4%) as additional languages.

Other studies carried out in countries where Hindi is spoken also suggested the addition of a local language. One study (4%) employed Hindi as the native tongue. The other study conducted in the same nation used Hindi as well as a number of additional languages (4% each): Marathi, Gujarati, Tamil, Telugu, Kannada, and Urdu. Two studies were carried out in countries where Malay is the primary language spoken. The first study employed Malay as the primary language (4%), while the second study combined Mandarin, Malay, and Tamil as the local languages (4%). All things considered; Urdu is the language most frequently employed in code-switching studies (12%). Followed by Spanish and Indonesian at 8%. The remaining studies were in Arabic, Turkish, Korean, Vietnamese, isiZulu, and Algerian, with 4% of each group. There is also one study that uses Spanish as the foreign language being acquired and English as the native tongue. Other than that, several research just suggested the context in which code-switching was being utilized, without specifying which language was being used. Examples of these studies include code-switching for Standard American English (SAE) and African American English (AAE) (4%) and English as a Foreign Language (EFL) in Northern Cyprus (4%).

To be concluded, the diversity of languages used in studies mirrors the multilingual realities of many societies; for instance, Urdu, Spanish, and Indonesian appear frequently. The prevalence of local languages (or combination of local and English) suggests that code-switching is not an imported concept but deeply rooted in actual classroom practice.

Category of Code Switching

Out of 25 studies collected, there are 17 studies that include the category of code-switching. The category of code-switching is shown below:

Table 1. A List of Category of Code Switching

No.	Year Published	Research Design	Category of Code Switching
1.	2014	Qualitative	Classroom Administration (CA), Grammar (G), Establish Relationship (RC), Explain New Topic or Assignment (NTA), Translation (T), Comprehension Check (CC), Maintain Flow (MF)
2.	2017	Qualitative	CS for pedagogical concern, CS for affective concern
3.	2020	Mixed-method	CS for 'metatalk'
4.	2021	Mixed-method	The Virtual Position, The Maximal Position, The Optimal Position
5.	2020	Mixed-method	Inter-sentential, intra-sentential, and tag switching or extra-sentential
6.	2019	Qualitative	Functions, Pedagogical Functions, Managerial Functions, Interpersonal Functions
7.	2013	Mixed-method	Tag-switching, inter-sentential switching, and intra-sentential switching
8.	2016	Mixed-method	CS as language pedagogy
9.	2018	Qualitative	Situational code-switching, conversational switching, intra-sentential code-switching, and borrowing.
10.	2021	Quantitative	Inter-sentential code-switching and intra-sentential code-switching
11.	2022	Qualitative	Situational and metaphorical.
12.	2023	Mixed-method	Functions of code-switching: transmitting knowledge, managing the classroom environment, building interpersonal relationships, interpretation of new and unknown words
13.	2021	Quantitative	Situational and metaphorical.
14.	2020	Mixed-method	Intra-sentential and inter-sentential
15.	2018	Qualitative	Intra-sentential switches, tag switches, and inter-sentential switches
16.	2019	Qualitative	Functions of code-switching
17.	2020	Qualitative	Intra-clausal/sentential alternation, alternation at the inter-clausal/sentential level

Seventeen studies are explained for each code-switching category in the above table. Possessing mixed methods being the second most type of research design with code-switching category (7 studies), and qualitative type being the most common type having code-switching category with 8 studies. Meanwhile studies of a quantitative type with the least studies proposed code-switching category. The

studies that focus on the code-switching category are divided evenly between the years 2013 through 2023.

While prior research has employed a wide range of code-switching categories, there are three categories that dominate which are functions of code-switching, inter-sentential intra-sentential code-switching, and situational metaphorical code-switching. First, the functions of code-switching proposed by Ferguson (2009). Poplack (1980) proposed three categories of code-switching which are inter-sentential switching, intra-sentential switching, and tag switching. While the last category is situational and metaphorical code-switching proposed by Gumperz (1982). There are five studies that used code-switching categories proposed by Poplack (1980). Followed by three studies that used the function of code-switching as the categories proposed by Ferguson (2009). And two studies used code-switching categories proposed by Gumperz (1982). The attitude of teachers and students towards code-switching is the subject of another study that is not shown in the table.

A particularly revealing finding of this review concerns the dominance of Poplack's (1980) framework. Among the 25 studies, 17 explicitly categorized CS types, and 5 adopted Poplack's typology of inter-sentential, intra-sentential, and tag switching. The ongoing popularity of Poplack's model can likely be linked to its clear analytical approach and its enduring impact in the field of sociolinguistics. It provides a straightforward yet thorough framework that facilitates cross-linguistic comparisons, which is essential for a comprehensive global research synthesis. Inter-, intra-, and tag switching are all rather easy to observe and categorize. Its prevalence indicates that a large number of researchers favor frameworks with set definitions, which facilitate comparability. However, depending solely on Poplack may restrict comprehension of socio-attitudinal elements, situational or metaphorical switching, or more intricate discourse functions that are addressed by other frameworks (e.g., Gumperz, Ferguson). This suggests a gap in which future studies should combine frameworks or adopt hybrid ones to better capture the full complexity of code-switching phenomena.

This systematic review offers an adequate representation of the research landscape, focusing on code-switching (CS) in English classrooms from 2013 to 2023. By diving into 25 studies sourced from the Web of Science, the review highlights significant research trends, frameworks, and methodologies that influence the understanding of code-switching in educational settings. Through this synthesis, important insights emerged regarding how research on CS has evolved in terms of focus, linguistic context, and analytical approaches.

In the past ten years, research on code-switching has clearly leaned towards qualitative and mixed-method approaches. Out of 25 studies, 12 were qualitative and 10 used mixed methods, while purely quantitative studies were quite scarce. This trend mirrors a larger movement in applied linguistics, where researchers often favor interpretive methods to better understand the sociolinguistic and pedagogical intricacies of language in the classroom. Qualitative research enables a deeper exploration of discourse, teacher beliefs, and contextual variation that are not easily measurable through quantitative tools. This aligns with Hymes' (1976) ethnography

of communication framework and Gumperz's (1982) interactional sociolinguistics, both of which highlight the importance of context and situation in language use. The limited number of quantitative studies also indicates that measuring the pedagogical impact of CS remains a methodological challenge, calling for more innovative and mixed designs in future research.

A temporal pattern was also identified: while the number of studies remained stable between 2013 and 2017, there was a noticeable increase from 2018 to 2020. This rise aligns with worldwide educational reforms that have been championing bilingual and CLIL (Content and Language Integrated Learning) programs, particularly in regions where English isn't the primary language. It's also possible that this growing interest is due to a broader understanding that bilingual practices, like code-switching, can actually enhance learning instead of getting in the way. The variety of methodologies seen in studies published after 2020 indicates that researchers started blending linguistic analysis with classroom ethnography and discourse studies, marking a shift towards a more interdisciplinary approach in CS research.

Another prominent trend lies in the linguistic diversity of the studies analyzed. Urdu stands out as the most frequently mentioned language, appearing 12% of the time, followed closely by Indonesian and Spanish, each at 8%. This pattern really highlights how English is spreading globally and reflects the multilingual landscapes of postcolonial and developing nations, where English often serves as a supplementary language rather than the main medium of instruction. The presence of various languages underscores that code-switching isn't just a bilingual act; it's a multilingual approach that adapts to the local sociolinguistic environment. For example, research from Indonesia and South Asia frequently showcases intricate multilingual practices where English mingles with local and national languages. This global linguistic diversity resonates with Ferguson's (2009) view that we should examine code-switching within its sociocultural framework, as different linguistic communities attribute unique meanings and educational significance to switching behaviors.

The analysis reveals that qualitative studies tend to use functional classifications to explore how code-switching serves various purposes (pedagogical, affective, or metatalk) more than quantitative studies do. This trend aligns with a growing recognition of code-switching as a valuable communicative and instructional tool, rather than just a sign of linguistic deficiency. Research by Cahyani (2018) and Ataş et al. (2021), reviewed earlier, supports the idea that both teachers' and students' attitudes toward code-switching are influenced by how useful they perceive it to be in enhancing understanding and engagement. Therefore, the shift towards focusing on functional aspects instead of just grammatical ones shows a change in how we view code-switching, evolving from a mere structural linguistic feature to a meaningful pedagogical and sociocultural practice.

Additional comparative evidence from Indonesian studies which explores code-switching provides valuable insight into how national practices align with or diverge from these global trends. For instance, in a study by Pongsapan and Allo

(2024), EFL lecturers in Indonesia utilized various forms of code-mixing like insertion, alternation, and congruent lexicalization to boost comprehension, motivation, and classroom management, all while being mindful of the risk of creating learner dependency. In a similar vein, Manel et al. (2019) looked into students' attitudes towards their teachers using the mother tongue and found overwhelmingly positive feedback, especially when it came to explaining vocabulary, clarifying grammar, and providing socio-affective support. Both studies emphasize that Indonesian and regional classrooms focus more on the teaching and emotional benefits of code-switching rather than sticking to strict typological classifications. This aligns with the broader international trend highlighted in this review, where researchers and educators increasingly see code-switching as a thoughtful, context-aware strategy that enhances learning instead of hindering it.

However, these national studies also reveal subtle contextual divergences. Unlike many international studies that rely on Poplack's typology, the Indonesian cases adopt flexible or function-oriented classifications. This shift shows a local focus on practicality and relevance in the classroom, rather than sticking strictly to structural typologies. Such findings underscore the importance of developing integrated frameworks that combine classical linguistic categories (e.g., inter-, intra-, and tag-switching) with locally grounded functional models. By doing so, future research could improve comparability across different contexts while still honoring their unique diversity.

To sum up, this discussion sheds light on a vibrant and ever-changing research landscape where code-switching is increasingly seen as a practice driven by educational goals and cultural contexts. The ongoing reliance on Poplack's framework highlights the persistent need for effective analytical tools, but it also points out a shortcoming, its struggle to fully capture the functional and emotional aspects involved. The prevalence of qualitative and mixed-method approaches indicates that researchers seek to understand *how* and *why* code-switching occurs rather than merely *how often*. These trends suggest that future studies should adopt multidimensional frameworks integrating both structural and functional perspectives, employ more diverse research methods, and engage with underrepresented contexts such as Indonesia. Doing so will deepen the understanding of code-switching not only as a linguistic phenomenon but also as a social, cultural, and pedagogical practice embedded in the multilingual realities of today's classrooms.

CONCLUSION

To be concluded, this systematic review has examined code-switching in English classrooms and has provided a thorough overview by examining 25 studies that were collected from the Web of Science. The study of code-switching categories throughout the course of the last ten years, from 2013 to 2023, provides insightful information on the linguistic diversity, approaches, and trends that are common in academic discourse. The methodology of the study demonstrated the frequency of mixed-methods and qualitative research, suggesting an increased

tendency for examining code-switching procedures via qualitative prisms. However, quantitative studies were notably scarce, revealing an apparent preference for qualitative methodologies.

This study closes a gap in the literature by focusing on code-switching categories, whereas previous research has examined code-switching from the viewpoints of attitudes and identities. It shows a change in interest over time, with scholarly interest in code-switching rising between 2018 and 2020, in line with the expanding trend in education towards bilingual education. The findings' notable linguistic variation highlights how complex code-switching is in different linguistic and cultural contexts. The use of languages such as Spanish, Urdu, and Indonesian, frequently combined with regional dialects, draws attention to the intricate linguistic contexts in which code-switching is studied. In addition, the findings of the study highlight the dynamic nature of code-switching research and present a multidimensional picture with a range of methodological trajectories and complex language analyses. It provides the framework for multidisciplinary studies, promoting more in-depth examinations of the difficulties involved in language usage and communication in many sociocultural contexts.

However, the scope of this study is limited to a certain period of time and may not encompass all code-switching studies. The large number of qualitative approaches suggests a possible bias as well, restricting a thorough comprehension of the quantitative aspects of code-switching research. In order to have a more comprehensive understanding, future research could expand quantitative methodologies, investigate the socio-attitudinal elements of code-switching, and investigate the less common code-switching categories. Further insights into the pedagogical consequences of code-switching may also be obtained by investigating its effects on language learning strategies or looking at code-switching in newly emerging educational environments. To sum up, the aim of this thorough analysis is not only to provide advanced knowledge of code-switching but also establishes the foundation for further multidisciplinary research that will promote a better understanding of language dynamics and communication in various social and educational contexts.

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