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| No | Journals | Introduction | | Lit Review | Methodology | Findings | Conclusion |
|  | Kustati, M. (2014). An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context. *Al-Ta lim Journal*, *21*(3), 174-182. | This study attempted to further investigate the specific types of code-mixing and code-switching utilized by EFL teachers as well as learners in cross cultural communication events including the reasons of harnessing these types of communication switches. | | 1. Code-mixing.  2.Code-switching.  3. Cross cultural communication. | This study employed classroom observation and in-depth interview questions addressed for 2 EFL lecturers and 6 EFL learners to gain more overarching portrayals regarding the code-mixing and code-switching phenomena. | Reasons for EFL lecturers to do code-mixing and code-switching:  1. Clarifying some intricate conceptions for learners.  2. Establishing more positive rapports with learners.  3. Prompting learners to preserve their higher degree of second language learning motivation.  The major reason for EFL learners to apply code-mixing and code-switching:  1. Bridging the huge gap between the knowledge of their first with the target languages. | The obtained results strongly indicated that both code-mixing and code-switching are very beneficial to overcome cultural barriers in cross cultural communication events undergone by EFL lecturers and learners since meaningful discourse occurrences have been fully resided between those two parties. |
|  | Fathimah, D. N. (2016). Why is there Code Switching in EFL Classroom?: A Case Study in a Vocational School in Cimahi West-Java. *Jurnal Pendidikan Bahasa dan Sastra*, *16*(1), 70-77. | This study aimed to probe more exhaustively about code-switching practices internalized by Indonesian EFL teachers along with the specific objectivities behind these communication practices. | | 1. Billingualism.  2. Code-switching.  3. EFL classroom. | This qualitative study utilized a case study approach in which an Indonesian EFL teacher was invited to take part in an observation and semi-structured interview sessions. | The invited EFL teacher utilized code-switching in his classroom contexts to overcome second language learning barriers. While the extended practices of it outside of the classroom circumstances is served as a means of honing his communicative target language competencies into the fullest potentials. | The obtained findings exhibited that the EFL teacher harnessed the utilization of code-switching to facilitate his learners’ second language processes within classroom contexts and the extensive practices of this communication phenomena conducted outside of the classroom arenas specifically functioned to improve his English language skills. |
|  | Suganda, L. A., Loeneto, B. A., & Zuraida, Z. (2018). Teachers’ Use of Code Switching in An English as A Foreign Language Context in Indonesia. *Script Journal: Journal of Linguistics and English Teaching*, *3*(2), 111-126. | This study planned to explore the particular code-switching phenomena in accord with the utilization of English and Indonesian languages throughout second language communication events. | | 1.Code-switching.  2. Medium of instructions.  3. English as a foreign language. | This qualitative case study made an attempt to further investigate code-switching phenomena occurred in second language classroom vicinities by utilizing classroom observation, interview questions, and questionnaire.  The participants of this study were 42 university EFL learners possessing five-year-teaching experience as well as 31 university EFL learners experiencing six years of teaching. | The extensive utilization of code-switching is deemed as a normal and facilitative discourse events since meaning-making interactions between EFL teachers and learners have already taken place. | The appropriate usage of code-switching should be continually supported by Indonesian educational institutions since the promotion of enjoyable teaching-learning dynamics will be embodied fully and solidarity between teachers and learners can be preserved in a long-term period. |
|  | Siddiq, R. A., Kustati, M., & Yustina, L. S. (2020). Teachers’ Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom. *Al-Ta lim Journal*, *27*(1), 80-91. | This study tried to investigate the predominant types of both code-mixing and code-switching harnessed by EFL teachers in specific second language classroom contexts. | | 1. Code-mixing.  2.Code-switching.  3.EFL classrooms. | This study was manifested in a qualitative research design by harnessing observation and interview activities in order to obtain more accurate portrayals regarding the observed phenomenon.  The participants of this study were 2 experienced EFL teachers working at Junior High School 14 *Padang.* | Both code-mixing and code-switching are considered as inseparable communication phenomena inculcated potently in second language classroom contexts due to the inducement of interactive and pleasurable teaching-learning processes promoted by this discourse type. | The research results cogently encouraged Indonesian EFL teachers to incorporate an appropriate amount of code-switching usage in order to better facilitate classroom interactions and delineate clearer conceptions for learners. |
|  | Wijaya, K. F., Muljani, R. M. R., & Bram, B. (2020). Elementary EFL teachers’ perceptions on code-switching in primary learning contexts. *Journal of English Language and Pedagogy*, *3*(2), 17-26. | | This research planned to investigate Elementary EFL teachers’ perceptions on code-switching in primary learning contexts. | 1.Code-switching in the light of multilingualism.  2. The role of code-switching in early children’s development.  3. The interlinked relationships between code-switching and translanguaging in second language classroom contexts. | This qualitative study was conducted in the support of narrative inquiry to attain more in-depth depictions out of the code-switching phenomena experienced by the participants.  The participants:  Two Elementary female EFL teachers working at Demangan Baru 1 Elementary School | Two invited participants confessed that the precise utilization of code-switching did not merely support the conduciveness of second language learning dynamics but also promote greater enjoyable learning experiences for young EFL learners. | The mutual interplays between the use of the first and second language should be preserved constantly throughout EFL young learners’ second language learning processes in order to successfully impart more holistic learning venture in which the enjoyment as well as constructive language learning atmosphere are well-established. |
|  | Masna, Y. (2020). EFL learners’ code-switching: Why do they switch the language?. *Englisia: Journal of Language, Education, and Humanities*, *8*(1), 93-101. | This qualitative research attempted to delve more profoundly about factors influencing Indonesian EFL learners to do code-switching. | | 1. Definition of code-switching.  2.Types of code-switching.  3. The function of code-switching. | This qualitative study integrated semi-structured interview inquiries in order to experience more meaningful discussions with the research participants and attain more obvious delineations with regard to the code-switching phenomena.  The participants:  5 university EFL learners studying at Ar-Raniry State Islamic University, *Banda Aceh.* | The majority of university EFL learners fully acknowledged that code-switching enabled them to address the intended message clearly when communicating with their interlocutors and establish more robust solidarity with their learning counterparts. | The effective means of code-switching need to be infused more efficiently within second language learning vicinities in order to elude EFL learners from inducing unintended communication misunderstanding and better assist them to explicate some laborious conceptions to their learning companions. |
|  | Zainil, Y. (2019). Pedagogical Practices of Code-Switching in EFL Classrooms in Padang, Indonesia. *KnE Social Sciences*, 634-643. | This study depicted clearer conceptions about EFL teachers’ perceptions on code-switching and efficient second language teaching and learning. | | 1.Code-switching.  2.EFL classroom.  3. Conversation analysis.  4.Teachers’ code-switching in EFL classroom. | This qualitative research was run in the light of a case study approach probing more exhaustively about three invited EFL teachers’ perceptions on code-switching.  2 research instruments were also harnessed in this study namely conversation analysis and stimulated recall interview questions in order to provide more intensive assistances for 3 invited EFL teachers to reflect more profoundly on the utilization of code-switching they commonly immersed in their EFL classroom settings.  The participants:  3 invited EFL teachers working at two particular primary schools in *Padang, West Sumatera, Indonesia.* | The incorporation of code-switching had addressed a vast array of both pedagogical and affective benefits for EFL teachers and learners alike explaining arduous grammar conceptions, preserving second language learning motivation, and prompting learners to instill more independent learning attitudes. | If taken with care, the implementations of code-switching can promote a considerable number of advantageous vales for the whole second language teaching-learning enterprises like maintaining learners’ second language learning interest, monitoring learners’ specific learning comprehension, overcoming the dearth of second language knowledge, prompting learners to release their best learning actions, and establish more intimate relationships with learners. |
|  | Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers’ code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, *21*(4), 465-479. | This study exhibited more profound ethnographic reports regarding the major reasons and specific strategies harnessed by Indonesian EFL teachers in tertiary bilingual classroom settings. | | 1.Code-switching and translanguaging.  2.Interactional sociolinguistics and functional categories of pedagogic code-switching.  3.Bilingual education in Indonesia and the research site. | An ethnographic approach was adopted by this qualitative study in order to provide a wider range of multiple perspectives with regard to the code-switching phenomena.  Three research instruments were harnessed in this study namely classroom observation, field notes, and audio-video recordings with the purpose of obtaining more overarching overviews derived from the invited participants hinged upon the tangible life events they fully experienced beforehand. | Nearly all of the invited Indonesian EFL teachers confessed that code-switching is harnessed in order to continuously enrich learners’ existing understanding of particular arduous learning conceptions, efficiently reduce some unintended learners’ misbehavior, and strongly establish positive rapports with learners. | It is strongly recommended for Indonesian EFL teachers to integrate more balanced usage between the first and second languages in order to promote more engaging second language learning experiences wherein learners consistently forge their target language competencies into the utmost. |
|  | 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. | This study attempted to display both EFL teachers’ and learners’ perceptions on the specific functions of code-switching internalized in EFL classroom settings. | | 1. Functions of code-switching.  2. Purposes of code-switching.  3. EFL teachers’ and learners’ perceptions. | This study was conducted with the support of a qualitative descriptive method in order to specifically overview the code-switching phenomena, typical characteristics, and major purposes.  The data were attained from the interview questions, which were asked to one EFL teacher and 30 university EFL learners in a particular university resided in Surakarta. | The appropriate utilization of code-switching had been proved to facilitate the whole second language learning dynamics, address the teaching-learning materials, and cultivate EFL learners’ proactive engagement in an attempt to acquire the target language competencies. | EFL teachers are advocated to internalize the further utilization of code-switching in multivariate second language classroom contexts since learners will be able to strive and thrive altogether in attaining the identical second language competencies as well as induce more meaningful communicative events with learners. |
|  | Muslim, M., Sukiyah, H., & Rahman, A. (2018). A Study of Teachers and Students’Code- Switching in EFL Classrooms Setting. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *5*(1), 21-33. | This study aimed to investigate the common types and functions of code-switching harnessed in EFL classroom contexts. | | 1. EFL teachers and learners.  2.Code-switching.  3.EFL classroom contexts. | This study was manifested in a qualitative fashion in order to clearly unveil the tangible specific code-switching phenomena taking place in varied EFL classroom contexts.  There were 3 research instruments utilized in this study namely:  1. observations.  2. Audio recorder.  3. Field notes.  The participants taking part in this study were 57 EFL learners and 2 teachers derived from MA Plus *Mataram* School institutions, *Lembang*, West Java. | Dealing with affective second language classroom stream, code-switching specifically bring about influential benefits like:  1. Managing the classroom in a better purpose.  2. Asking for assistances from others.  3. Assisting learners’ second language learning enterprises.  4. Providing more meaningful and constructive feedback for learners.  5. Establishing more intimate relationships with learners.  In the same vein, code-switching also promoted similar advantageous values for pedagogical purposes as follow:  1. Repeating some unclear explications for learners.  2. Monitoring learners’ existing understanding of the new words or terms imparted in the subject-specific fields.  3. Translating some difficult grammatical utterances when learners attempt to learn the sentence structure.  4. Clarifying the prior mistakes made by teachers.  5. Avoiding any kinds of unintended misconceptions occurred in communication events.  6. Clearly address the questions being asked for learners. | Language teachers are strongly advised to integrate the utilization of the first and second languages within EFL classroom contexts in order to enable learners to establish more robust self-confidence in communicating with others leading them to foster their target language proficiency into the utmost levels. |
|  | Khaerunnisa, L. (2016). An EFL teacher’s code switching in a young learners’ class. *Indonesian Journal of EFL and Linguistics*, *1*(1), 13-31. | This study exhibited three specific languages harnessed by an Indonesian EFL teacher while teaching young EFL learners namely Indonesian, English, and Javanese. | | 1.Code-switching.  2. EFL teachers’ talk.  3.EFL classrooms.  4.EYL classrooms. | This study was plied qualitatively in order to reveal specific types and functions of code-switching internalized by an invited Indonesian EFL teachers in EYL classroom circumstances.  Three research instruments were employed in this study namely:  1. Teachers’ interview questions.  2. Learners’ interview questions.  3. Learners’ questionnaire.  The participants of this study were 32 EFL learners fifth grade studying in a particular elementary school resided in *Serang, Banten, Indonesia.* | There were 4 major precious benefits promoted by the appropriate usage of code-switching intended for EFL young learners namely:  1. Imparting the learning materials more clearly for learners.  2. Giving clearer instructions for learners.  3. Cultivating learners’ learning motivation.  4. Managing learners’ classroom behaviors. | In EYL classroom contexts, the utilization of code-switching is rewarding to serve as a means of effective communication events between EFL teachers and young learners in terms of learning materials deliverance, language learning task instructions, motivational expressions, and reprimand statements. |
|  | Mauliddiyah, A., Munir, A., & Mustofa, A. (2020). The Use of Code-Switching in The EFL Classroom of First-Grade At Junior High School. *International Journal for Educational and Vocational Studies*, *2*(1), 143-148. | This study tried to further explore specific EFL learning contexts in which code-switching generally taking place. | | 1.EFL classroom contexts.  2.Code-switching.  3. Utterances. | This study was plied in the light of qualitative approach in order to obviously proffer the specific code-switching portrayals occurred in EFL classroom contexts.  There were 3 research instruments internalized in this study namely:  1.Classroom observation.  2. Audio recording.  3. Video recording.  The participants:  Junior High School students enrolling in 7C class. | The utilization of code-switching in EFL junior high school contexts could be deemed as successful since the majority of learners were able to accomplish their target language tasks and erect more positive interactions with the teacher as well as learning companions. | There were three major benefits of code-switching taken from EFL junior high school contexts namely:  1.Learners proactively asking and answering the given questions.  2. Learners had become more critical thinkers by raising up beneficial suggestions for their learning counterparts’ performances.  3. Learners had successfully honed their both communicative and social competencies through open-ended discussion sessions. |
|  | Zainil, Y. (2017). *Stimulated recall: unpacking pedagogical practice of code-switching in Indonesia* (No. PhD). Deakin University. | This study further investigated the use of code-switching instilled by EFL teachers into Elementary classroom contexts delimited within the implementations of restricted curriculum mandates. | | 1.Second language learning output and input.  2. The contradictory views regarding the use of first and second languages in EFL classroom contexts.  3. EFL teachers’ code-switching in second language classroom vicinities. | This qualitative study employed a conversational analysis in order to obtain clearer delineations with regard to the use of code-switching in EFL classroom contexts.  This qualitative case study was conducted in two particular elementary school institutions resided in *Padang,* West *Sumatera.* | Code-switching was proved to be helpful not merely in maintaining robust EFL learners’ learning interests but also leading them to obtain a considerable number of new words, exhaustively acquire some complex target language sentence structure, and accomplish the target language competencies meaningfully throughout clearer teaching-learning instructions. | The suitable utilization of code-switching should be well-cultivated by Indonesian EFL teachers in order to stipulate more prudent usage of first language while simultaneously fostering learners’ target language competencies through the maximum utilization of second language. |
|  | Rasman, R. (2018). To translanguage or not to translanguage? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *7*(3), 687-694. | This study aimed to probe more exhaustively about the use of translanguaging incorporated between learners’ interactions. | | 1.Multilingualism.  2. Translanguaging.  3. Superdiversity. | A qualitative case study was employed in this research in order to generalize the obtained findings to other teaching-learning contexts.  One research instrument was utilized in this study namely video recording in order to obtain the specific depictions out of the observed phenomena.  The participants:  Grade 9 students of a state junior high school located in *Yogyakarta* Province. | Translanguaging had successfully fostered EFL learners’ multilingual competencies enshrouding Indonesian, English, and Javanese languages. Contrarily, EFL learners were still relying too extensively on Indonesian and Javanese languages while interacting with fellow classmates hampering their target language competencies growth. | The findings obtained in this study circumvented the educational conservatism beliefs articulating that the use of the first language would hinder the successful attainment of target language competencies. In stark contrast, the appropriate use of translanguaging would allow learners to develop their target language competencies more efficiently through the meaningful discourse events established between interlocutors. |
|  | Puspawati, I. (2018). Teachers’ Use of Code Switching in EFL Classroom and its Functions. *Journal of Foreign Language teaching and Learning*, *3*(1), 42-51. | This study attempted to delve more profoundly about Indonesian EFL teachers’ beliefs about the nature and functions of code-switching. | | 1.Types of code-switching.  2. Functions of teachers’ code-switching in EFL classes.  3. Teachers’ perceptions toward the use of code-switching in ESL classrooms. | This study harnessed a descriptive qualitative approach to holistically investigate EFL teachers’ beliefs, opinions, and thoughts toward the use of code-switching in ESL classroom contexts. | Nearly all of the EFL teachers implemented code-switching in order to impart more intensive learning facilitations for learners, help low-proficient learners to improve their target language competencies, and promote a higher degree of learning enjoyment to the whole classes. | It is worthwhile to be suggested that Indonesian EFL teachers need to apply the suitable use of code-switching in order to better facilitate the whole L2 learning dynamics, scaffold learners who are still inhabiting in developing target language proficiency, and impart more pleasurable teaching-learning environments for learners. |
|  | Yulyana, Y. (2015). Code Switching Analysis In Classroom Interactions In Husnul Khotimah Islamic Senior High School. *English Review: Journal of English Education*, *1*(1), 104-113. | This study explored types, functions, and teachers’ as well as learners’ perspectives toward the use of code-switching in Husnul Khotimah Islamic Senior High School. | | 1.Code-switching.  2.Classroom interactions. | This study harnessed a descriptive qualitative approach in order to unearth specific types and functions of code-switching incorporated in various second language classroom vicinities.  Three research instruments were employed in this study namely:  1.Classroom observation.  2. Questionnaire.  3. Interview questions.  The participants enrolling in this study were 49 senior high school students derived from XI IPA 3 and X1 IPA 5 classes accompanied by one EFL teacher. | Both EFL teacher and learners employed the appropriate use of code-switching in order to precisely express their current states of emotions, feelings, and intentions bridging all of them to experience more exhilarating second language teaching-learning enterprises. | Through the authentic deliverance of affective states, EFL teachers had successfully promoted more meaningful second language learning dynamics for all learners since the majority of them had fully captured the prospective messages addressed by their teachers. |
|  | Hanafiah, R., Mono, U., & Yusuf, M. (2021). Code-Switching in Lecturer-Students’ Interaction in Thesis Examination: A Case Study in Indonesia. *International Journal of Instruction*, *14*(1). | This study tried to investigate the specific types along with the functions of code-switching normally used in thesis examination. | | 1.Code-switching.  2.Intra-sentential.  3.Inter-sentential.  4. Lecturers’ and students’ interactions. | Qualitative content analysis was employed in this study in order to discern the relevance of the prior theories and correlate their usage with the contextual circumstances.  Video-recording was also harnessed to obtain more reliable data.  2 thesis final examination sessions held at *Universitas Sumatera Utara,* Graduate Program of English Department were functioned as the research sites in this study where all of the lecturers’ and students’ interactions were recorded conscientiously and transcribed verbatim. | In the final thesis examination, both the lecturers and university students utilized code-switching in order to maintain the flow of the interactions taking place among them as well as address more understandable feedback or suggestions for students. | Although the use of code-switching is not prohibited in Indonesian EFL learning contexts, both teachers and learners have to cast their profound attention to maximizing the utilization of the target language, while at the same moment, minimizing their use of the first language in order to promote significant advancement for learners’ ongoing second language learning proficiency development. |
|  | Imelwaty, S. (2017). Code-switching Practices at EnglishTeacher Education Program in Multilingual Indonesian Society. *Curricula: Journal of Teaching and Learning*, *1*(1). | This study attempted to profoundly overview the occurrences of code-switching taking place among Indonesian EFL teachers in West *Sumatera.* | | 1.Code-switching.  2. EFL teachers.  3.English Education Program. | This study was manifested in the form of classroom action research in order to obtain clearer depictions regarding the types and functions of code-switching utilized by Indonesian EFL teachers in multivariate second language learning circumstances.  2 research instruments were used in this study namely:  1.Classroom observation.  2.Videotape recording.  The participants of this study were 12 Indonesian EFL teachers working at a particular school institution resided in West *Sumatera.* | The participants persistently employed the use of their first language in order to preserve the smoothness, intelligibility, and conduciveness of the discourse events taking place between teacher-student as well as student-student interactions. | To incorporate a more efficient means of code-switching in multiverse second language classroom circumstances, EFL teachers are advocated to embark their teaching-learning dynamics by introducing the nature, utilities, and disadvantages of harnessing code-switching in order to better inform learners regarding the strategies, contexts, and reasons of using their first language into target language learning settings. |
|  | Mukti, T. W. P., & Ena, O. T. (2018). The Use of Code Switching in General English Classes for Non-English Department Students in Indonesia. *Indonesian Journal of EFL and Linguistics*, *3*(2), 185. | This study attempted to exhaustively probe about the use of code-switching in general English classroom contexts for non-English Department resided in Sanata Dharma University, *Yogyakarta.* | | 1.Types of code-switching.  2. The functions of code-switching. | This study was piloted by lending a further support from a quantitative data analysis in order to gather ascertain the trustworthiness of the obtained data.  The classroom observation was conducted by recording all of the interactions occurred among lecturers and university learners in which code-switching also taken place.  The research sites utilized in this study were Economic, Guidance and Counselling, and Primary School Teacher Education Study Program, Sanata Dharma University, *Yogyakarta.* | The majority of lecturers concurred that the extended usage of code-switching is rewarding in terms of exhibiting affective states for learners, enabling all learners to be fully embraced amid unique classroom diversity, and expounding particular arduous learning conceptions more clearly for all learners through some intensive repetitions. | It is worth noting here that Indonesian EFL teachers should be prompted to harness the use of their first language into multiverse second language learning vicinities in order to make all learners feel equally accepted ,address the designated teaching-learning materials clearly to them, and lead learners to get closer to the full attainment of second language acquisition. |
|  | Royani Afriani, R. A. (2020). Teachers Perception towards the Use of Code Switching in EFL Classroom: a Case Study in English Intensive Program at State Islamic Institute in Cirebon. *BERUMPUN: International Journal of Social, Politics, and Humanities*, *1*. | This descriptive qualitative study aimed to exhibit Indonesian EFL teachers’ perceptions toward the use of code-switching in second language teaching-learning contexts. | | 1.Code-switching.  2. EFL teachers’ perceptions.  3.EFL classrooms. | This study adopted a descriptive qualitative study approach in order to clearly delineate Indonesian EFL teachers’ perceptions on the utilization of code-switching in EFL classroom settings.  The likert-scale questionnaire was distributed in order to obtain more obvious portrayals regarding EFL teachers’ perceptions on the implementations of code-switching in target language learning vicinities.  The participants taking part in this study were 32 Indonesian EFL teachers having experienced 4 year teaching experiences in an English Intensive Program of a State Islamic Institution, *Cirebon.* | The majority of EFL teachers hold such a strong contention that the adequate utilization of code-switching will enable them to carry out more qualified, meaningful, and enjoyable second language teaching-learning practices for their learners. In reverse, they should also avert learners from using their first language excessively in order to prevent the unintended learning breakdowns potentially obstruct the full attainment of second language acquisition. | Conclusively, Indonesian EFL teachers are prompted to harness the use of first language in second language learning enterprises in order to activate more proactive learners’ learning engagement, address laborious teaching-learning materials clearly for learners, and scaffold low-proficient learners to achieve similar learning outcomes as other learning counterparts did. Again, it is worth reiterating that the use of first language should also be reduced in order to enable all learners to foster their second language proficiency into the fullest potentials. |
|  | Septiyani, M. (2016). The Dilemma of Teachers Code-Switching in Indonesian EFL Classroom. In *UNNES International Conference on ELTLT (English Language Teaching, Literature, and Translation)* (pp. 390-394). | The main objectivity of this study is to discover code-switching phenomena taking place in various EFL classroom contexts in accord with Teachers’ and learners’ perspectives. | | 1.Code-switching.  2.EFL classroom contexts.  3. EFL learners.  4. Perspectives. | This pilot study was conducted with the support of two research instruments namely classroom observation and focus group discussion.  The research participants enrolling in this study were English Education students studying at Duta Wacana University, *Yogyakarta.* | The majority of EFL teachers and learners strongly supported the use of code-switching in second language learning processes since it assisted learners to overcome a vast range of learning impediments as well as helped teachers to impart clearer teaching-learning instructions for learners. | Despite the strong supports toward the use of code-switching provoked by both EFL teachers and learners, they also instilled such a strong belief that it is indispensable to degrade the use of the first language with an exception explicating difficult learning conceptions as well as address particular language learning instructions in order to allow learners to foster their target language proficiency into the utmost levels. |
|  | Wijaya, K. F., Mety, N., & Bram, B. (2020). English Education Master's Program Students' Perceptions on the Use of Code-Switching in EFL Classroom Context. *Journal of English Teaching*, *6*(1), 1-11. | This study aimed to delve more profoundly about factors prompting English Education Master Students in harnessing code-switching through second language learning processes. | | 1.Code-switching.  2. Bilingualism.  3.Students’ perceptions. | This study employed qualitative content analysis in order to yield more renewable insights out of the specific phenomena occurred in human beings’ living contexts.  Two research instruments were harnessed in this study namely:  1. The likert-scale questionnaire.  2. Interview questions.  The participants of this study were 12 English Education Master Students, Sanata Dharma University, *Yogyakarta.* | The majority of participants contended that the use of first language needs to be inculcated in informal communication events in order to enable all EFL learners to acquire the second language competencies more efficiently. | EFL teachers are suggested to internalize their first language judiciously in second language learning contexts in order to help learners foster their target language competencies more successfully. |
|  | Syafrizal, S., Gailea, N., & Pratiwi, F. (2019). Indonesian Teacher’s Code Switching and Mixing in EFL Context. *English Language Teaching and Linguistics Studies, 1*(1), 1-13. | There were 3 main objectivities forming in this study namely:  1. Investigating the frequency of code-switching and code-mixing done by EFL teachers.  2. The specific aims of code-switching along with code-mixing implemented in second language classroom contexts.  3. Particular attitudes exhibited by EFL teachers and learners toward the use of code-switching in the teaching-learning processes. | | 1.Code-switching.  2. Code-mixing.  3. Attitudes. | This qualitative case study harnessed two research instruments namely questionnaire and interview questions in order to obtain the accurate portrayals regarding the utilization of code-switching internalized by EFL teachers in varied second language learning vicinities.  The participants of this study were 66 senior high school students derived from 10 grade levels. | In accordance with the major obtained findings, both EFL teachers and learners cogently supported the appropriate usage of code-switching in order to expand learners’ existing understanding of the explicated learning materials and impart more obvious teaching-learning instructions for learners. | In sum, the majority of EFL teachers and learners agreed to harness code-switching judiciously inside the second language classroom contexts since it brought about influential impacts for both pedagogical and affective streams beneficial to sustain the smoothness of ongoing teaching-learning enterprises. |
|  | Yolanda, R. (2020). Code-Switching in English as a Foreign Language (EFL) Classroom. *VISION*, *16*(1). 65-72. | The major aim of this study was to showcase the use and functions of code-switching internalized in EFL classroom contexts. | | 1.EFL classroom contexts.  2.Teaching adult EFL learners.  3.Code-switching used in EFL classroom contexts. | The descriptive qualitative design was adopted in this study in order to attain the clearer delineations of the code-switching utilization in second language classroom settings.  Research instrument:  A classroom observation sheet.  Research participants:  An invited EFL lecturer together with 30 nursing students studying at Sultan Agung University. | The use of code-switching is well-supported by both EFL teachers and learners since it had facilitated the overarching second language learning enterprises. | On the whole, second language teachers are instructed to harness code-switching wisely and appropriately in order to provide more supportive learning facilitations for learners, explicate some arduous conceptions, and present clearer teaching instructions for learners. |
|  | Annisa, S. A. N., Wahyudin, W., & Anita, A. (2021). The Occurrence of Code-Switching on Whatsapp Group Application by EFL Learners: A Case Study. *Indonesian Journal of English Studies*, *1*(2), 73-81. | The major objective of this study was to investigate the code-switching phenomena taking place on WhatsApp group involving EFL learners studying at The State Islamic University of Sultan Maulana Hasanuddin, *Banten.* | | 1.Tag-code switching.  2.Inter-sentential code-switching.  3.Intra-sentential code-switching. | This study was plied qualitatively in order to clearly investigate the code-switching phenomena resided on WhatsApp group.  There were 2 research instruments harnessed in this study namely:  1. Observation sheet.  2.Open-ended questionnaire.  The participants were 136 8th semester students enrolling at English Education Study Program, The State Islamic University of Sultan Maulana Hasanuddin, *Banten.* | Nearly all of the university students potently supported the use of code-switching in second language learning contexts since they could successfully address clearer messages to their interlocutors, establish a higher degree of solidarity with learning companions, and promote more meaningful communication experiences to others. | The occurrences of code-switching happening in WhatsApp group allowing EFL learners to address more meaning-making and relaxing informal online discourse events with their fellow classmates. Thus, the further utilization and appropriateness of it need to be nourished by lending a further intensive support from second language teachers. |
|  | Siregar, S. (2015). The Use of Code-Switching in English Education Study Program at State Islamic College of Jurai Siwo Metro (An Analysis of the students’ language attitude toward English-Indonesian Code Switching). *English Education: English Journal for Teaching and Learning*, *3*(02), 90-104. | This study aimed to investigate EFL learners’ specific attitudes toward the use of code-switching in second language learning processes. | | 1.Language attitude.  2.Code-switching. | This qualitative study attempted to conduct more in-depth exploration regarding the use of code-switching frequently applied in varied classroom conversational events.  Three research instruments utilized in this study can be discerned as follows:  1. Observation.  2. Interview.  3.Semantic differential scale. | Most of EFL learners strongly supported the utilization of code-switching in the target language learning enterprises since it empowered them to develop their second language competencies more extensively and assisted them to comprehend the learning materials more easily. | The appropriate usage of code-switching should be ingrained within second language classroom contexts in order to help EFL learners to constantly broaden their understanding of specific target language learning materials and have them foster their target language proficiency more effectively. |
|  | Sari, L. I., & Sari, R. H. (2019). Teacher’s Code-Switching in EFL Classroom: Do Teachers and Students Share The Same Perception?. In *UNNES-TEFLIN National Seminar* (pp. 47-52). | The major objectivity of this study was to investigate both EFL teachers’ and learners’ perceptions on the use of code-switching implemented in second language classroom settings. | | 1.Code-switching.  2.First language.  3.Foreign language.  4. Perceptions. | This study was conducted in the light of quantitative approach in which 16 items of the likert-scale questionnaire was also utilized as the single research instrument in this quantitative study.  The participants:  18 EFL teachers as well as 168 EFL university learners enrolling in English Education Study Program of a particular campus in *Semarang.* | The majority of university EFL teachers along with learners cogently contended the continual dissemination of code-switching in second language classroom circumstances with the purpose of explaining arduous learning materials and bringing about more exhilarating teaching-learning experiences for teachers and learners. | As a concluding remark, EFL teachers should conduct more in-depth classroom critical analysis before applying the further use of code-switching in order to better promote more efficient, meaningful, and enjoyable teaching-learning dynamics matched with learners’ learning interest, levels, and preferences. |
|  | Marsakawati, N. P. E. (2017). Language choice in multilingual context: The use of L1 in the hospitality English courses. *EduLite: Journal of English Education, Literature and Culture*, *2*(1), 263-272. | This study attempted to display EFL teachers’ perceptions on the use of code-switching in a tourism vocational institution run in the light of multilingual contexts. | | 1. First language use.  2.Lecturers’ perspectives.  3.Multilingual contexts. | This qualitative case study heed more profound investigation of university EFL teachers’ perceptions toward the utilization of code-switching in second language classroom settings. | A considerable number of university EFL teachers assented the use of code-switching in their tourism vocational classroom contexts in order to clearly reiterate the murky explanations for learners, undergird more intimate rapports with learners, manage the classroom learning periods more efficiently, and infuse more laudable learning attitudes within learners. | All in all, it is worth suggesting for Indonesian EFL teachers to continually nurture the use of code-switching in multitude second language learning contexts in order to fully conduct more holistic teaching-learning practices, create classroom learning environments where all learners can strive and thrive equally, and lastly, preserving their identities as native Indonesian people. |
|  | Suteja, H., & Purwanti, C. (2017). Code Switching in BIPA Classes: Students Attitudes. *Polyglot, 13*(1), 43-52. | The main goal of this study was to explore EFL teachers’ along with learners’ attitudes toward the usage of code-switching internalized in BIPA classroom settings. | | 1.Code-switching.  2. Attitudes.  3. EFL teaching-learning processes. | This study employed mixed-method approaches in order to gain multiple richer perspectives with regard to the implementations of code-switching in BIPA classroom contexts.  The questionnaire and interview questions were being used in this study in order to obtain more reliable and trustworthy data from the invited research participants.  This study invited 44 teachers teaching in a vast range of BIPA classes as well as 40 students studying in varied BIPA classroom learning contexts. | Code-switching is indispensable required to empower the whole BIPA teaching-learning dynamics, particularly when dealing with learners who are still inhabiting in developing learning competencies. | In a nutshell, both teachers and learners had thoroughly experienced more relaxing, enjoyable, and transformative teaching-learning atmosphere in their BIPA classroom surroundings due to the flexible usage of the first language whenever they require it for seeking clarifications over the imparted teaching-learning materials. |
|  | Dipta, D. (2020). Multilingualism and Codeswitching in Language Acquisition. *IJELAL (International Journal of English Learning and Applied Linguistics)*, *1*(1), 90-114. | This research aimed to overtly overview the main objectivities of code-switching in second language acquisition processes | | 1.Code-switching and diglossia.  2.Code-switching and code-crossing. | This study was embodied in the document analysis model in order to clearly show the striking distinctive features of prior code-switching theories, practices, and findings generated by previous selected studies. | The findings yielded by the in-depth code-switching studies unfolded that both EFL teachers and learners bolstered the utilization of code-switching in second language classroom circumstances since it had successfully promoted more proactive learning engagement, deepen learners’ learning comprehension of subject-specific matters, and construct more robust solidarity with learners. | In closing, it is becoming progressively pivotal for Indonesian EFL teachers to conscientiously plan, monitor, and evaluate the ongoing implementations of code-switching resided in their multiverse second language circumstances in order to efficiently elevate learners’ target language proficiency. |