ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

Stories of Senior High School English Teachers Negotiating Code–Switching in the Classroom Teaching: A Narrative Inquiry into Pedagogical Practice

Jesserie N. Mejia
University of Perpetual Help System DALTA, Las Piñas City, Philippines
jesseriefuertesnacalaban@gmail.com

Date Submitted:
August 17, 2026

Date Accepted:
September 11, 2026

Date Published:
October 26, 2026

DOI:
10.5281/zenodo.23670872

ABSTRACT

This qualitative narrative inquiry explored how ten Senior High School English teachers in selected public secondary schools in Davao City negotiated code-switching amid English-proficiency goals, multilingual classroom realities, and institutional language expectations. Purposively selected participants taught Grades 11–12, had at least three years of relevant experience, and regularly used code-switching in instruction. Semi-structured narrative interviews were audio-recorded with consent, transcribed verbatim, and subjected to member checking. Following Polkinghorne's narrative analytic framework, analysis of narratives identified cross-story categories and themes, while narrative configuration reconstructed the trajectories of individual teachers' experiences. Five pedagogical forms emerged: clarificatory, instructional-directional, lexical-support, participatory/confidence-building, and scaffolding/response-bridging code-switching. Six cross-story themes indicated that teachers used familiar languages to improve access to meaning, encourage participation, support transitions toward English, and respond strategically to classroom cues, while setting limits to avoid overdependence. Turning points included learner silence, misunderstood instructions, improved recitations, and disappointing performance after English-only lessons. The findings informed a proposed purposeful, bounded, and context-sensitive multilingual pedagogical framework incorporating learner diagnosis, strategic language support, gradual return to English, reflective recalibration, and policy-responsive flexibility. The accounts indicate how teachers perceived and negotiated these practices; they do not independently establish causal effects on student achievement. The study contributes narrative-based guidance for language-responsive teaching, supervision, and professional development.

Keywords: *code-switching; narrative inquiry; multilingual pedagogy; translanguaging; senior high school English teachers; language policy*

INTRODUCTION

In multilingual senior high school classrooms, English teachers must often reconcile target-language instruction with the languages students use to understand ideas and participate in lessons. In Davao City, classroom communication commonly draws on English, Filipino, and Cebuano. A teacher may begin a literary or oral communication lesson in English but shift to a familiar language when students show confusion, hesitate to answer, or struggle to retrieve the words needed to explain an idea. These decisions create a recurring pedagogical tension between sustained English exposure and meaningful access to instruction.

Code-switching, therefore, cannot be understood solely as a count of language alternations. From a sociocultural perspective, language mediates collaborative learning and can serve as instructional scaffolding

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

within the zone of proximal development (Vygotsky, 1978). The translanguaging perspective similarly recognizes that multilingual speakers draw on a flexible communicative repertoire rather than neatly separated language systems (García & Wei, 2014; Wei & García, 2022). These lenses make teachers' judgments about when and why to shift language central to understanding multilingual pedagogy.

Related research has documented instructional, affective, and interactional uses of classroom code-switching. Amalia and Gunawan (2021), Murtiningsih et al. (2022), and Bravo-Sotelo and Metila (2023) described its use for explanation, classroom management, and access to disciplinary content. In English-language teaching, code-switching may also help students speak despite uncertainty, though teachers continue to negotiate the risk of excessive first-language reliance (Hussein et al., 2020; Shinga & Pillay, 2021). Such findings identify the possible functions of the practice, but do not fully explain how professional judgments develop through classroom experience.

The source dissertation identified a gap in narrative evidence about how public-school Senior High School English teachers in Davao City interpret language choices while navigating institutional expectations and learners' needs. Research focused on linguistic functions or stakeholder attitudes alone may overlook the episodes teachers remember, the tensions they experience, and the turning points that change or reinforce their practice. This distinction matters because an isolated instance of translation does not disclose whether a teacher used it reluctantly, strategically, habitually, or as a temporary bridge toward English performance.

This study examined teachers' stories to classify the instructional contexts of code-switching, identify recurring tensions and themes, re-story individual experiences, trace key turning points, and develop a narrative-grounded pedagogical framework. Its contribution lies in foregrounding teacher decision-making and the relationship among comprehension, confidence, target-language development, and language-policy expectations, rather than asserting a measured effect on student achievement.

Literature Review

Code-Switching as a Pedagogical Resource

Code-switching has been documented as a classroom resource for clarifying complex content, communicating instructions, and helping learners connect their existing linguistic knowledge to English-medium lessons. Amalia and Gunawan (2021) found that teachers shifted languages to explain topics and support learning when students experienced English vocabulary constraints. Similarly, Hafid and Margana (2022) examined pedagogical functions of code-switching in multilingual classrooms, while Murtiningsih et al. (2022) described the classroom factors and purposes associated with such language alternation.

The pedagogical value of language shifts is also shaped by disciplinary and classroom contexts. Bravo-Sotelo and Metila (2023) examined functions of teacher code-switching in mathematics instruction, underscoring its relevance to comprehending subject-specific concepts. Ezeh et al. (2022) considered code-switching and code-mixing in second-language learning as ways of building on learners' knowledge; Ataş and Sağın-Şimşek (2021) documented educational and discourse functions in English as a foreign language classroom. These studies support treating code-switching as a family of situated instructional moves rather than a single uniform practice.

At the same time, instructional use requires discretion. Hussein et al. (2020) and Shinga and Pillay (2021) explored concerns surrounding teachers' language shifts, including differing expectations about appropriate English exposure. The relevant issue is therefore not simply whether a switch occurs, but its pedagogical purpose, duration, context, and relationship to the learning task. The present study considered this issue through teachers' own narrated classroom choices.

Sociolinguistic Beliefs and Learner Participation

Teachers' perceptions of code-switching are embedded in their beliefs about competence, authority, identity, and legitimate language use. Yim and Clément (2021) connected language alternation with attitudes and acculturation, while Zhong and Ang (2023) synthesized sociolinguistic perspectives on conversational code-

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

switching. These accounts suggest that the acceptability of language alternation may depend on social expectations as well as linguistic need.

In educational settings, such beliefs intersect with affective classroom conditions. Olivera (2021) discussed code-switching as a strategy for strengthening learner confidence and engagement. Teachers may observe students who understand an idea in a familiar language but hesitate to speak in English; allowing initial expression in Cebuano or Filipino can create an entry point for participation. However, this inferred benefit remains a perception from classroom experience unless complemented by independent measures of learner outcomes.

Sociolinguistic beliefs are also negotiated through classroom interaction. Itoi and Michaud (2021) reflected on translanguaging in English education, while Anderson (2022) examined expert teachers' translanguaging practices and those of their students. Together, these studies underscore that pedagogical flexibility and the promotion of English learning need not be treated as mutually exclusive; teachers may regard first-language expression as transitional support rather than a replacement for target-language development.

Translanguaging, Language Development, and Scaffolding

Sociocultural theory conceptualizes learning as mediated by language, interaction, and support adjusted to learners' emerging capacities (Vygotsky, 1978). Translanguaging offers a related account of meaning-making in which multilingual learners use linguistic resources flexibly (García & Wei, 2014). The two perspectives explain why a teacher might permit first-language planning, restate a concept in a familiar language, or recast a student response into English while maintaining the academic goal.

Wang (2022) reviewed the roles of translanguaging in foreign-language classes, while Tian and Lau (2022) documented contextually grounded pedagogical practices developed through teacher–researcher collaboration. Wawire and Barnes-Story (2023) further described translanguaging approaches to multiliteracy development. These works support consideration of both immediate comprehension and planned movement toward independently produced English responses.

In the Philippine setting, Macawile and Plata (2022) examined teachers' perspectives on translanguaging in senior high school English classes. Rahayu et al. (2023) likewise documented teacher translanguaging and trans-semiotizing practices in English-language classrooms. The implications for this study are specific: teachers' accounts can illuminate the classroom cues that trigger language shifts, the progression from initial language support to target-language use, and the judgments teachers make about when to withdraw that support.

Language Expectations, Teacher Agency, and Narrative Inquiry

Language choice in the classroom is also shaped by policy expectations and professional identity. Fu and Aubain (2025) analyzed teachers' engagement with language education policies in multilingual contexts; Wei and García (2022) discussed translanguaging in relation to linguistic repertoires and broader questions of equity. When English is emphasized as the target instructional language, teachers may perceive a tension between procedural compliance and responsiveness to learners' linguistic resources.

Narrative inquiry makes these tensions visible through the ways teachers recount events over time. Polkinghorne (1995) distinguished paradigmatic analysis of narratives, which identifies patterns across stories, from narrative configuration, which organizes events into coherent accounts. The first approach supports classification of recurring pedagogical uses, whereas the second supports reconstruction of individual trajectories, including changes in judgment after particular classroom experiences.

Sadjat (2021) used narrative inquiry to explore a pre-service English teacher's experience with pedagogical code-switching, demonstrating the value of situated teacher accounts. Compared with function-oriented descriptions, a narrative analysis can make the sequence of decisions, conflicts, observed responses, and subsequent professional reflections more explicit. The present study integrated these two forms of analysis to connect collective patterns with the particularity of ten teachers' stories.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

Drawing these perspectives together, the original research paradigm positions sociocultural and translanguaging theories as the interpretive foundations for teachers narrated code-switching practices. Four domains—experiences, sociolinguistic beliefs, perceived language-development effects, and the negotiation of policies—lead toward pedagogical insights.

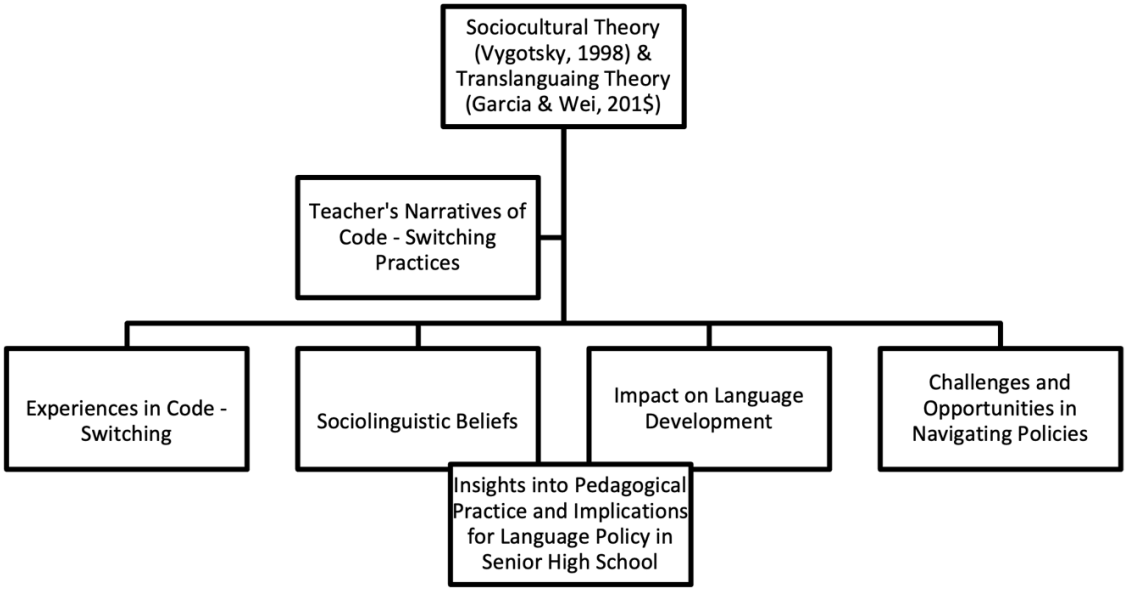


Figure 1. *Research paradigm of the study*

METHODS

Research Design

The study employed qualitative narrative inquiry to examine how Senior High School English teachers made sense of code-switching through remembered classroom episodes and reflective accounts. The analytic approach followed Polkinghorne's (1995) distinction between analysis of narratives for cross-case patterns and narrative configuration for coherent individual stories. No experimental manipulation or quantitative test of instructional effectiveness was conducted.

Research Locale

The inquiry was situated in selected public secondary schools within the Schools Division Office of Davao City, Philippines. This setting was relevant because teachers negotiated English instruction in classrooms where learners brought differing experiences with English, Filipino, Cebuano, and other local languages.

Participants and Sampling Technique

Ten Senior High School English teachers were purposively selected. Inclusion criteria required current teaching of English in Grades 11–12, at least three years of relevant teaching experience, employment in public schools under SDO Davao City, regular use of code-switching in instruction, and informed consent. Teachers outside these criteria were excluded. The participants were treated as co-participants whose accounts formed the evidentiary basis of the qualitative interpretation.

Research Instrument and Data Generation

A semi-structured narrative interview guide elicited meaningful classroom experiences, language-use decisions, instructional dilemmas, perceived learner responses, and reflections on code-switching. With consent,

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

interviews were audio-recorded and transcribed verbatim. Field notes and reflective memos supported contextual interpretation. The researcher returned interview transcripts to participants for member checking and clarification.

Data Analysis

Analysis proceeded iteratively from whole-account reading to identification of classroom episodes, provisional coding, cross-case comparison, and refinement of a typology of pedagogical code-switching. Recurrent tensions and themes were derived through analysis of narratives. Narrative configuration then reconstructed each teacher's account in a coherent temporal sequence, identifying initial orientations, classroom conflicts, turning points, and revised judgments. These connected analyses informed the proposed multilingual pedagogical framework. Interpretation remained anchored in the accounts and was compared with relevant literature; themes were not treated as numerical measures.

Ethical Considerations

The study emphasized voluntary participation, informed consent, anonymity, and confidentiality. Interview arrangements sought to reduce perceived institutional pressure, including conducting discussions outside school premises or online where appropriate. Audio recording required consent, and member checking supported respectful representation of participants' accounts. Identifying details were not included in the journal's participant summaries.

RESULTS AND DISCUSSION

Pedagogical Contexts and Typology of Code-Switching

The cross-story analysis distinguished five functional forms of classroom code-switching (Table 1). Teachers shifted languages to clarify unfamiliar material, explain instructions, supply missing vocabulary, invite hesitant learners into discussion, and scaffold responses toward English. These functions emerged in narrated lessons involving literary criticism, reading, English for Academic and Professional Purposes (EAPP), oral communication, and related tasks. The categories reflect participants' accounts rather than an observed frequency distribution of actual classroom switches.

Table 1. *Typology of pedagogical code-switching reported across teacher narratives*

Form	Classroom trigger or context	Pedagogical intention
Clarificatory	Confusion about abstract concepts or reading passages	Restore understanding of lesson content
Instructional-directional	Unclear task directions, procedures, or questions	Make requirements understandable and sustain lesson flow
Lexical/translation support	Learners know an idea but lack its English expression	Supply or retrieve an English word and sustain communication
Participatory/confidence-building	Silence, anxiety, or reluctance during recitation	Encourage learner voice and create an accessible entry point
Scaffolding/response-bridging	First-language planning before English output	Support a gradual transition to English responses

Clarificatory code-switching was not identical to lexical support. In the first, students needed additional explanation to understand the idea; in the second, they had an idea but could not express it in English. Teachers also distinguished between permitting initial first-language participation and deliberately recasting or extending that response in English. This functional typology resembles classroom uses reported by Amalia and Gunawan (2021) and Murtiningsih et al. (2022), while more clearly distinguishing confidence-building from response-bridging.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

For example, a narrative about a literary-criticism lesson described familiar-language explanation for a learner with limited English exposure; a separate account described students requesting the English terms needed for Oral Communication. Another recounted an alternative learning system (ALS) graduate answering in Bisaya and receiving an English recast. Such episodes show language choice as a situated pedagogical response, not evidence that all code-switching yields the same educational effect (Sadjat, 2021; Bravo-Sotelo & Metila, 2023).

Recurring Pedagogical Tensions and Ways of Negotiating Them

Seven recurring tensions were documented, including the pressure to sustain English exposure while ensuring comprehension; an English-only ideal versus students' multilingual practices; immediate access versus long-term language development; confidence versus English performance expectations; instructional flexibility versus consistent rules; institutional expectations versus responsiveness; and teachers' own linguistic resources versus varied student repertoires. Table 2 summarizes these as competing demands, not mutually exclusive choices.

Table 2. *Condensed matrix of recurring language-use tensions*

Tension	Narrated classroom response
English exposure versus comprehension	Brief familiar-language explanation when confusion obstructed meaning
English-only ideals versus multilingual realities	Adapting instruction to students' actual language repertoires
Immediate access versus long-term English growth	Using first-language support temporarily, with an explicit return to English
Participation versus English-performance pressure	Allowing initial ideas in familiar language, then guided English output
Flexibility versus consistency	Switching selectively when task cues warranted intervention
Institutional expectations versus pedagogical responsiveness	Seeking bounded and transparent multilingual practices
Teacher resources versus learner diversity	Drawing on available linguistic resources and student expressions

The tension narratives were not uniformly anti-English or permissive of unrestricted code-switching. Teachers valued English development yet recognized that English-only discussion sometimes left students silent or confused. They described conditional adjustments: use a familiar language for clarification, allow an initial response, and redirect learners to English where possible. This form of bounded language support is consistent with cautions and classroom functions described by Hussein et al. (2020), Shinga and Pillay (2021), and Fu and Aubain (2025).

Policy expectations also shaped teacher confidence. Some participants initially viewed using English as a sign of professional appropriateness, even while observing limited comprehension. The accounts indicated that professional judgment often rested on whether learners could engage meaningfully, rather than whether the entire lesson remained in one language. The findings identify perceived policy pressures; they do not establish how consistently particular language rules were enforced across all participating schools.

Six Cross-Story Themes

Six cross-story themes captured the meanings teachers attached to classroom code-switching (Table 3). The first three concerned immediate comprehension, emotional and participatory access, and staged movement toward English expression. The remaining themes concerned legitimacy, selective use, and restraint within English-learning goals. Together, the themes depict code-switching as purposeful pedagogical negotiation rather than an unconditional endorsement of multilingual language alternation.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

Table 3. *Six themes derived from analysis across the ten stories*

Theme	Central interpretation
Pedagogical bridge to comprehension	Familiar language reopened access to content, explanations, and instructions
Affective and participatory support	Language flexibility reduced hesitation and encouraged student contributions
Scaffold toward English performance	Initial L1 expression supported eventual target-language responses
Legitimate multilingual pedagogy	Teachers saw local languages as resources for inclusive instruction
Strategic, context-sensitive practice	Switches were responsive to task difficulty, silence, and confusion
Conditional support within boundaries	Teachers remained attentive to limits and continued English development

The narratives of the participating teachers suggested that familiar-language support created a pathway into tasks that were difficult to enter through English alone. These impressions resonate with Olivera (2021), who discussed learner confidence and participation, and with Anderson (2022) and Macawile and Plata (2022), who examined multilingual pedagogical resources in English teaching. The themes should nevertheless be read as interpretations of teacher experiences, not as independently measured changes in learner proficiency or achievement.

Especially important was the distinction between "support" and "substitution." Teachers described temporary first-language planning, translation, and recasting so that learners could eventually formulate English responses. This progression reflects the mediational perspective of Vygotsky (1978) and classroom translanguaging practices discussed by Tian and Lau (2022), Wang (2022), and Rahayu et al. (2023).

Re-Storied Individual Accounts and Key Turning Points

Narrative configuration preserved differences among teachers' trajectories instead of reducing all accounts to a composite theme. Some teachers began with flexible learner-centered beliefs, whereas others initially preferred English-only teaching or saw code-switching as a shortcut. Their narratives moved through instructional dilemmas and classroom evidence toward qualified, purpose-driven judgments. Table 4 retains the source's ten narrative titles and summarizes their developing positions.

Table 4. *Re-storied narrative trajectories of the ten participants*

Participant	Narrative title	Narrative resolution (condensed)
P1	Bridging Learners into the Lesson	Familiar-language support could widen access and confidence if bounded.
P2	Adapting to the Language Students Bring	Teacher adaptation and lexical mediation connected local language with English.
P3	Connecting Before Correcting	Confidence and connection supported learner participation.
P4	From English-Only Expectation to Intentional Balance	Selective code-switching protected both comprehension and English goals.
P5	Re-Explaining What Straight English Could Not Reach	Re-explanation through L1 helped when straight English obscured meaning.
P6	Teaching in the Way Students Can Learn	Task- and learner-responsive switching served lesson access.
P7	From Shortcut to Teaching Tool	Teachers could use the first language as a bridge rather than a replacement.
P8	Balancing Clarity and English Exposure	Support was most valuable when limited and tied to need.
P9	Becoming a Multilingual Teacher	Classroom evidence prompted reconsideration of rigid English-only ideals.
P10	From Hesitation to Thoughtful Support	Bilingual explanation helped quiet learners enter classroom discussion.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

Turning points were particularly informative. P4 described students preparing ideas in Filipino/Cebuano before successfully expressing them in English during Oral Communication. P5 recounted repeated blank stares during EAPP instruction delivered entirely in English and clearer responses after re-explanation. P7 described a change from seeing code-switching as a shortcut to treating it as a teaching tool, whereas P9 recalled a poor quiz result after English-only discussion. P10 described increased participation after bilingual explanation. These events influenced teachers' interpretations, but the study did not independently verify improvement with pre/post experimental tests.

Other narratives reflected reinforcement rather than conversion. P6 already valued adapting instruction to how students learned, while P8 refined an existing multilingual stance by stressing appropriate limits. The presence of both changes and continuities adds nuance: professional judgment evolved through learners' visible responses, perceived comprehension, task completion, and reflection. This account of narrative development illustrates the purpose of narrative configuration as described by Polkinghorne (1995).

Proposed Purposeful, Bounded, and Context-Sensitive Pedagogical Framework

The combined themes, tensions, and narrative turning points informed a nine-part proposed framework. It begins with learner-linguistic grounding and purpose-anchored code-switching; moves through comprehension-first support, affective participation, and a scaffolded return to English; and applies strategic restraint and real-time judgment. Reflective recalibration and policy-aligned flexibility frame continuing implementation. Figure 2 reproduces the dissertation's original proposed-output diagram; the proposal was not tested as an intervention in this study.

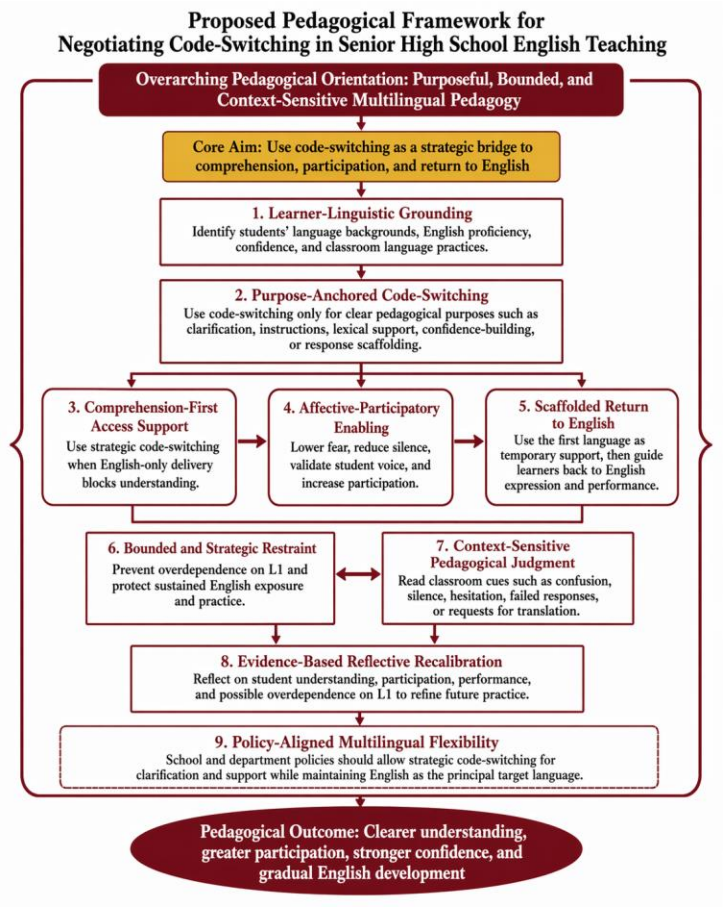


Figure 2. *Proposed pedagogical framework for negotiating code-switching*

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 10 (October 2026)

The framework's main claim is practical and conditional. A teacher first identifies a specific learner barrier, switches languages only for a defined purpose, and considers the resulting participation and English performance before adjusting future instruction. The framework thereby protects the target-language objective while acknowledging that accessible instruction sometimes requires more than English-only delivery. Its value is as a narrative-derived guide for reflective practice and supervision; prospective classroom studies would be needed to evaluate its effectiveness.

CONCLUSION

The stories of ten Senior High School English teachers in Davao City portrayed code-switching as a deliberate and context-sensitive element of multilingual pedagogy. Five functional forms, seven recurring tensions, and six cross-story themes showed how teachers balanced lesson comprehension, learner confidence, participation, institutional expectations, and the continuing aim of English development. Re-storied individual accounts clarified how memorable episodes and observed learner reactions changed or strengthened their professional judgments. The proposed framework synthesizes this evidence into a purposeful, bounded approach that begins with learner needs, provides temporary multilingual support, guides learners toward English performance, and invites reflective and policy-responsive adjustment. Because the evidence consisted of narrated teacher experiences, the findings contribute interpretive insight and practical guidance without establishing the causal effectiveness of code-switching or the proposed framework.

Recommendation

Senior High School English teachers may use code-switching for clearly identified needs such as clarifying difficult ideas, explaining instructions, reducing participation barriers, and helping learners retrieve English expressions, while providing explicit opportunities to return to English. Regular reflection on learner responses and task outputs can guide when support should be expanded or withdrawn.

School heads and language-policy implementers may develop flexible, transparent guidance distinguishing purposeful code-switching from unrestricted language substitution. Instructional supervision and professional learning communities may include observation of learner cues, coaching on multilingual scaffolding, reflective lesson review, and discussion of equitable language practices.

Teacher education institutions may integrate classroom-based cases, narrative reflection, translanguaging strategies, and structured transitions from L1 planning to English output into pre-service and in-service training. Students may be encouraged to use familiar languages as temporary resources for constructing ideas while continuing to build English competence.

Future researchers may expand the participant pool across grade levels and geographic contexts, and triangulate narrative interviews with classroom observations, learner interviews, artifacts, and longitudinal language-performance evidence. The proposed framework merits pilot implementation and systematic evaluation before claims of effectiveness or wider institutional adoption are made.

References

Amalia, L., & Gunawan, R. (2021). Code switching used by English teacher at Islam Tirtayasa Junior High School (eight grade). *Journal of English Language Teaching and Literature, 4*(1), 16–34. https://doi.org/10.47080/jeltl.v4i1.1225

Anderson, J. (2022). The translanguaging practices of expert Indian teachers of English and their learners. *Journal of Multilingual and Multicultural Development, 45*, 2233–2251. https://doi.org/10.1080/01434632.2022.2045300

Ataş, U., & Sağın-Şimşek, Ç. (2021). Discourse and educational functions of students' and teachers' code-switching in EFL classrooms in Turkey. *Linguistics and Education, 65*, 100981.

Bravo-Sotelo, K. P., & Metila, R. A. (2023). Determining the pedagogical value of code-switching: Functions of teacher code-switching in tertiary level mathematics classrooms. *International Journal of Multilingualism, 20*(3), 1088–1105. https://doi.org/10.1080/14790718.2021.2002332

Ezeh, N. G., Umeh, I. A., & Anyanwu, E. C. (2022). Code switching and code mixing in teaching and learning of English as a second language: Building on knowledge. *English Language Teaching, 15*(9), 106–113. https://doi.org/10.5539/elt.v15n9p106

Fu, S., & Aubain, Y. (2025). Navigating power in multilingual classrooms: Teachers' engagement with language education policies. *Journal of Multilingual and Multicultural Development, 46*(7), 2018–2030.

García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. https://doi.org/10.1057/9781137385765

Hafid, H., & Margana, M. (2022). Code-switching practices in multilingual classrooms: Exploring pedagogical functions. *Al-Ishlah: Jurnal Pendidikan, 14*(2), 2551–2562.

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

Itoi, K., & Michaud, M. (2021). Reflections on translanguaging practices in English education in Japan. *Indonesian Journal of English Language Teaching, 16*(1). https://doi.org/10.25170/ijelt.v16i1.2552

Macawile, K. L., & Plata, S. (2022). Teachers' perspectives on translanguaging as a pedagogical resource in senior high school English classes. *Journal of English and Applied Linguistics*. https://doi.org/10.59588/2961-3094.1022

Murtiningsih, S. R., Munawaroh, M., & Hidayatulloh, S. M. M. (2022). Code-switching in EFL classrooms: Factors influencing teachers to use code-switching and its types used in the classrooms. *Journal on English as a Foreign Language, 12*(2), 318–338. https://doi.org/10.23971/jefl.v12i2.3941

Olivera, L. C. (2021). Code-switching in English class: A strategy in boosting learners' confidence and engagement. *International Journal of Arts, Sciences and Education, 1*(1), 15–28.

Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education, 8*(1), 5–23. https://doi.org/10.1080/0951839950080103

Rahayu, S. S., Rochsantiningsih, D., & Sumardi, S. (2023). Teacher practices in translanguaging and trans-semiotizing pedagogy in ELT classrooms: An Indonesian case study. *VELES: Voices of English Language Education Society, 7*(2). https://doi.org/10.29408/veles.v7i2.21304

Sadjat, A. P. D. M. (2021). Pre-service English teacher's experiences in using pedagogical code-switching in EFL classroom: A narrative inquiry study. *Edumaspul: Jurnal Pendidikan*. https://doi.org/10.33487/edumaspul.v5i2.1785

Shinga, S., & Pillay, A. (2021). Why do teachers code-switch when teaching English as a second language? *South African Journal of Education, 41*(1), 1–7.

Tian, Z., & Lau, S. (2022). Translanguaging pedagogies in a Mandarin-English dual language bilingual education classroom: Contextualised learning from teacher–researcher collaboration. *International Journal of Bilingual Education and Bilingualism, 26*, 960–974. https://doi.org/10.1080/13670050.2022.2161815

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wang, P. (2022). Relooking at the roles of translanguaging in English as a foreign language classes for multilingual learners: Practices and implications. *Frontiers in Psychology, 13*, 850649.

Wawire, B. A., & Barnes-Story, A. (2023). Translanguaging for multiliteracy development: Pedagogical approaches for classroom practitioners. *International Journal of Bilingual Education and Bilingualism, 26*(2), 173–188.

Wei, L., & García, O. (2022). Not a first language but one repertoire: Translanguaging as a decolonizing project. *RELC Journal, 53*(2), 313–324.

Yim, O., & Clément, R. (2021). Acculturation and attitudes toward code-switching: A bidimensional framework. *International Journal of Bilingualism, 25*(5), 1369–1388.

Zhong, X., & Ang, L. H. (2023). Systematic literature review of conversational code-switching in multilingual society from a sociolinguistic perspective. *Theory and Practice in Language Studies, 13*(2).