



Lorestan University

## Qualitative Inquiry as Praxis in L2 Studies

Journal homepage: <https://quipls.lu.ac.ir/>



# The Lived Experience of Code-Switching: A Phenomenological Study of Bilingual Teachers' Praxis

Mohammad Aliakbari<sup>a</sup>  , Pooria Barzan<sup>\*b</sup>  , Karim Kaabi Mofrad<sup>c</sup>  

<sup>a</sup>Department of English Language and Literature, Faculty of Humanities, Ilam University, Ilam, Iran.

<sup>b</sup>Department of English Language and Literature, Faculty of Humanities, Ilam University, Ilam, Iran.

<sup>c</sup>Department of English Language and Literature, Faculty of Humanities, Ilam University, Iran.

### ARTICLE INFO

### ABSTRACT

#### Article Type

Research Paper

#### Article History

Received: 2025-03-09

Received in Revised Form:

2025-04-01

Accepted: 2025-04-18

Available Online: 2025-04-18

#### Keywords:

Bilingual teachers,  
Code-Switching,  
Phenomenology,  
Teacher identity,  
Translanguaging.

This phenomenological study investigates the lived experiences of bilingual L2 teachers, with a focus on 12 educators in Iran, exploring how their praxis of code-switching influences classroom practices, pedagogy, professional identity, and classroom dynamics. Utilizing a phenomenological framework, the research examines how code-switching serves as a strategic pedagogical tool to enhance student comprehension and engagement, while also shaping teachers' authentic professional identities and fostering socially inclusive, culturally responsive learning environments. Through in-depth interviews, the study reveals three central themes: the strategic use of code-switching to enhance student comprehension and engagement, its role in fostering emotional connections and authentic teacher identities, and its function in promoting inclusivity and equity by challenging monolingual norms. The findings highlight code-switching as a multifaceted and transformative practice in bilingual education, emphasizing its potential to create dynamic, equitable classrooms. Implications for language teacher education are discussed, advocating for professional development programs that recognize and integrate the transformative power of multilingual and translanguaging practices to support culturally responsive teaching in contemporary multilingual settings.

## 1. Introduction

Code-switching, defined as the fluid alternation between two or more languages within a communicative exchange, has emerged as a dynamic and multifaceted practice in educational contexts, particularly among bilingual teachers (Csillik & Golubeva, 2020; Duarte, 2016;

**Cite this article:** Aliakbari, M. Barzan, P., & Kaabi Mofrad, K. (2025). The lived experience of code-switching: A phenomenological study of bilingual teachers' praxis. *Qualitative Inquiry as Praxis in L2 Studies*, 1(1), 1-25.



© Author(s) retain the copyright.

DOI: [10.22034/quipls.2025.2055528.1000](https://doi.org/10.22034/quipls.2025.2055528.1000)

Publisher: Lorestan University

Goodman & Tastanbek, 2020). Once stigmatized as a linguistic flaw, it is now recognized as a strategic pedagogical tool that enhances classroom management, facilitates cognitive access to educational content, and negotiates teacher and student identities (Aldalbahy, 2022; Sandi, 2023). This shift reflects a broader reconceptualization of language practices in bilingual education, emphasizing their role in fostering comprehension, engagement, and inclusivity (Kayumova et al., 2024; Phyak, 2023). Despite this progress, significant gaps remain in the literature. While code-switching's pedagogical benefits and cognitive implications have been widely studied (e.g., Hofweber et al., 2020; Xiaofang, 2017), less attention has been paid to the lived experiences of bilingual teachers who employ it, particularly in specific sociocultural contexts like Iran. Existing research often focuses on student outcomes or general classroom dynamics (e.g., Rauf, 2017; Ali et al., 2016), overlooking the subjective perspectives of teachers—how they perceive and experience code-switching as part of their praxis. This gap is critical because teachers' experiences shape their pedagogical decisions, emotional connections with students, and professional identities, all of which influence the effectiveness of multilingual education. This study addresses the above-mentioned lacuna by exploring the following research questions:

1. How do bilingual L2 teachers in Iran experience code-switching in their classrooms?
2. What are the implications of code-switching for these teachers?

The introduction proceeds as follows: it first outlines the historical and sociocultural evolution of code-switching, then discusses its pedagogical and emotional dimensions within a phenomenological framework, and finally situates this study within the broader field of bilingual education. By focusing on Iranian bilingual L2 teachers, this research contributes to our understanding of how code-switching operates in a context where English as a second language intersects with local languages, offering insights into its transformative potential for pedagogy and equity.

### **1.1. Historical Evolution and Sociocultural Dimensions**

Historically, educational institutions have been dominated by monolingual ideologies, which marginalized linguistic diversity and posed significant challenges for bilingual educators (Salari et al., 2021). Early perceptions framed code-switching as linguistic interference, but contemporary scholarship reconceptualizes it as a form of translanguaging that enables dynamic

communication and knowledge construction (Csillik & Golubeva, 2020; Makalela, 2015). This shift acknowledges code-switching as a resource that legitimizes teachers' multifaceted identities and mediates cultural diversity (Duarte, 2018; Goodman & Tastanbek, 2020). From a sociocultural perspective, code-switching is deeply intertwined with identity formation and community building (Duarte, 2016; Ghajarieh & Aghabozorgi, 2024). Bilingual teachers embody multiple cultural identities, strategically using language to express these identities and foster inclusive, culturally responsive classrooms (Guan, 2023; Venegas-Weber & Thompson, 2024). This practice not only reflects teachers' lived experiences but also transforms educational spaces by challenging monolingual norms and promoting cultural pluralism (Kayumova et al., 2024; Zano, 2022).

### **1.2. Phenomenological Framework and Emotional Experiences**

This study adopts a phenomenological framework to explore the lived experiences of bilingual L2 teachers who engage in code-switching, capturing the subjective realities of their language practices (Ping, 2022; Yuan & Yang, 2020). By employing narrative inquiry through in-depth, semi-structured interviews, the research examines teachers' personal narratives, revealing the emotional and social dimensions of their language choices (Csillik & Golubeva, 2020; Ghajarieh & Aghabozorgi, 2024). Bilingual educators often navigate tensions between standard language ideologies and their linguistic hybridity, reporting feelings of empowerment and connection to students (Andleeb et al., 2024; Anisah & Nasrullah, 2023; Duarte, 2016; Hafid & Margana, 2022). These emotional experiences intertwine affect, identity, and pedagogy, positioning code-switching as an embodied practice with transformative potential (Goodman & Tastanbek, 2020; Makalela, 2015).

### **1.3. Pedagogical Benefits and Translanguaging Theories**

Code-switching serves as a powerful pedagogical tool, facilitating comprehension and enhancing cognitive engagement by allowing teachers to leverage their full linguistic repertoire (Kayumova et al., 2024; Ping, 2022; Xiaofang, 2017). Integrated translanguaging theories frame it as a communicative resource that scaffolds understanding and bridges languages, balancing spontaneity and intentionality (Csillik & Golubeva, 2020; Duarte, 2016; Makalela, 2015; Phyak, 2023). Empirical evidence underscores its role in creating responsive classrooms where students

actively participate in learning (Maryansyah et al., 2024; Osorio, 2020). Beyond academic benefits, code-switching challenges rigid pedagogical paradigms, advocating for flexible approaches that validate linguistic diversity as an asset (Aldalbahy, 2022; Zano, 2022).

#### **1.4. Cultural Impacts, Classroom Dynamics, and Professional Development**

The cultural impacts of code-switching are profound, enabling teachers to navigate multiple cultural identities and promote equity in diverse classrooms (Duarte, 2016; Venegas-Weber & Thompson, 2024). In terms of classroom dynamics, it helps manage linguistic boundaries, balancing standardized curricula with students' diverse backgrounds (Csillik & Golubeva, 2020; Andleeb et al., 2024). However, its effective implementation requires robust professional development. Training programs must equip teachers with the skills and confidence to integrate code-switching strategically, enhancing their adaptability and reinforcing its pedagogical value (Andleeb et al., 2024; Kirsch, 2021; Maryansyah et al., 2024; Saud, 2023).

#### **1.5. Equity, Social Justice, and Study Aims**

Code-switching promotes equity and social justice by validating marginalized students' linguistic resources and subverting linguistic hierarchies (Csillik & Golubeva, 2020; Iversen, 2020; Ping, 2022; Song et al., 2022). This study aims to contribute to this discourse by unraveling the nuanced emotional and social dynamics of code-switching as expressed by bilingual L2 teachers. It seeks to document how these educators perceive their language choices and the implications for their professional identities and teaching practices. The findings will inform teacher education, advocating for the incorporation of code-switching as a legitimate strategy that reflects the multilingual realities of contemporary classrooms and fosters culturally responsive teaching (Duarte, 2018; Salari et al., 2021). In summary, this introduction frames code-switching within broader educational, sociocultural, and theoretical contexts, setting the stage for a phenomenological examination of bilingual L2 teachers' lived experiences. By exploring their narratives, this study reveals how code-switching influences classroom dynamics, shapes professional identities, and promotes equity in culturally and linguistically diverse environments. The integration of historical insights, translanguaging theories, and pedagogical implications underscores its transformative potential in bilingual education.

## **2. Literature Review**

Code-switching, defined as the alternating use of two or more languages or language varieties by speakers, emerges as a dynamic linguistic practice pivotal in bilingual education settings (Bonyadi et al., 2021; Rauf, 2017; Sandi, 2023; Tamargo et al., 2016; Zhong & Fan, 2023). It transcends its role as a mere communicative tool, embodying a complex cognitive process that reflects speakers' competence, adaptability, and cultural negotiation (Al-Musthofa & D'Angelo, 2024; Rauf, 2017; Zhong & Fan, 2023). In classrooms, code-switching facilitates comprehension, establishes interpersonal rapport, and structures interactions, serving as a strategic resource to mediate meaning and enhance educational experiences (Ali et al., 2016; Rauf, 2017; Tamene & Desalegn, 2022; Xiaofang, 2017). Scholars highlight its significance in challenging monolingual norms, fostering inclusivity, and affirming multilingualism as an asset rather than a liability, thus underscoring its transformative potential in diverse educational contexts (Hofweber et al., 2020; Luo, 2019; Rauf, 2017; Yow & Li, 2015; Zhong & Fan, 2023). This section reviews the most relevant and recent studies to situate this research and highlight how it fills existing gaps.

### **2.1. Cognitive Aspects and Pedagogical Strategies**

Cognitively, code-switching enhances executive control, mental flexibility, and task-switching abilities, offering distinct advantages to bilingual teachers and students (Adler et al., 2020; Gullifer et al., 2013; Hofweber et al., 2020). Managing multiple linguistic systems boosts inhibitory control and reduces cognitive costs, as evidenced by improved verbal task performance and neural efficiency (Adler et al., 2020; Hofweber et al., 2020; Yim & Bialystok, 2012). In educational settings, this agility enables teachers to alternate languages seamlessly, reducing cognitive load and enhancing instructional flow (Al-Musthofa & D'Angelo, 2024; Hofweber et al., 2020). Beyond students, code-switching shapes teachers' self-perception and professional identities, reflecting its broader cognitive and social implications in bilingual education (Al-Musthofa & D'Angelo, 2024; Zhang, 2023). These benefits position code-switching as a developmental resource that enriches multitasking and problem-solving capacities (Adler et al., 2020; Gullifer et al., 2013).

Code-switching serves as a deliberate pedagogical strategy in bilingual education, enhancing comprehension, fostering inclusivity, and facilitating knowledge construction (Ali et

al., 2016; Fennema-Bloom, 2010; Sandi, 2023; Tamene & Desalegn, 2022). Teachers employ it for code-scaffolding—bridging linguistic gaps between instructional and home languages—clarifying topics, providing feedback, and simplifying complex concepts (Bonyadi et al., 2021; Fennema-Bloom, 2010; Raki & Sulaiman, 2021; Sandi, 2023). This technique accelerates understanding, reduces anxiety, and creates a conducive learning atmosphere (Ali et al., 2016; Suganda et al., 2018; Xiaofang, 2017). Additionally, code-switching aids in classroom management—signaling discourse shifts, establishing authority, and nurturing social bonds—thus promoting an equitable environment that validates diverse linguistic backgrounds (Al-Musthofa & D'Angelo, 2024; Fennema-Bloom, 2010; Tamene & Desalegn, 2022). Its multifunctionality underscores its pragmatic utility as a cornerstone of effective bilingual pedagogy (Raki & Sulaiman, 2021; Suryarini, 2022). Code-switching's cognitive advantages include enhanced task-switching and reduced cognitive costs, supporting teachers' rapid adaptation to classroom demands (Al-Musthofa & D'Angelo, 2024; Hofweber et al., 2020; Yim & Bialystok, 2012). This neural efficiency enriches teaching efficacy and student learning, reinforcing its developmental value (Adler et al., 2020; Gullifer et al., 2013).

## **2.2. Teacher Identity Development and Students' Engagement**

Code-switching profoundly influences teacher identity, acting as a marker of linguistic competence, cultural responsiveness, and professional adaptability (Karademir & Yilmaz, 2023; Ke, 2013; Yim & Clément, 2019). Bilingual educators undergo a transformative process, negotiating hybrid personas that align personal linguistic histories with pedagogical roles, often through reflective practices like journaling (Al-Musthofa & D'Angelo, 2024; Ke, 2013; Sastra & Adriyanti, 2022). Teachers' positive attitudes toward bilingualism enhance their agency, empowering them to foster inclusive classrooms and challenge monolingual norms (Tamene & Desalegn, 2022; Zainil & Arsyad, 2021; Zhang, 2023). As cultural brokers, they embody multiculturalism, leveraging code-switching to innovate teaching practices and build trust-based relationships with students (Keleş & Sabuncuoğlu, 2015; Rahmani et al., 2022). This identity formation highlights the need for professional development that embraces multilingual strategies (Lin, 2017; Sclafani, 2017). Teachers construct hybrid identities through code-switching, reflecting cultural inclusivity and social justice (Ke, 2013; Karademir & Yilmaz, 2023; Zhang, 2023). Reflective practices amplify this transformation, empowering educators to advocate for

equity (Sastra & Adriyanti, 2022; Yim & Clément, 2019). Code-switching nurtures socio-emotional bonds, signaling empathy and reducing social distance, which enhances classroom harmony and student motivation (Ali et al., 2016; Fachriyah, 2017; Shafi, 2020). Its affective benefits strengthen community and respect (Rahmani et al., 2022; Tamene & Desalegn, 2022). Students view teacher code-switching favorably, associating it with authenticity, empathy, and cultural inclusivity, which boosts motivation, comprehension, and engagement (Ali et al., 2016; Fachriyah, 2017; Rauf, 2017; Shafi, 2020). By affirming students' linguistic identities, it fosters trust, rapport, and a supportive classroom climate, challenging monolingual superiority and reducing language barriers (Rauf, 2017; Tamene & Desalegn, 2022; Zainil & Arsyad, 2021). This socio-emotional resonance enhances academic success and socio-cultural integration, positioning code-switching as a vital tool for collaborative learning (Abdelrahman et al., 2022; Rahmani et al., 2022). Students' positive perceptions underscore its role in creating dynamic, equitable educational environments (Fachriyah, 2017; Shafi, 2020).

### **2.3. Challenges, Opportunities, and Implications**

Despite its benefits, code-switching faces challenges, including institutional language policies, monolingual stakeholder expectations, and tensions over linguistic purity versus academic rigor (Bhatti & Sartaj, 2019; Bonyadi et al., 2021; Raki & Sulaiman, 2021). These constraints complicate its implementation, yet opportunities—such as enhanced engagement, cultural validation, and equity—often prevail, necessitating supportive frameworks and training (Luo, 2019; Raki & Sulaiman, 2021; Sclafani, 2017). By resisting monolingual ideologies, code-switching advocates for inclusive education, highlighting its evolving role in bilingual contexts (Ali et al., 2016; Hofweber et al., 2020; Yow & Li, 2015). Its multifunctionality spans scaffolding, discourse management, and cultural reinforcement, accommodating diverse linguistic needs and democratizing education (Fennema-Bloom, 2010; Suganda et al., 2018; Tamene & Desalegn, 2022). This context-sensitive approach fosters holistic learning experiences (Raki & Sulaiman, 2021; Abdelrahman et al., 2022). By resisting linguistic hierarchies, code-switching promotes inclusivity and subverts traditional norms, aligning education with multicultural realities (Hofweber et al., 2020; Luo, 2019; Rauf, 2017; Yow & Li, 2015). This shift drives educational reform toward equity (Ali et al., 2016; Ke, 2013). Code-switching's transformative potential necessitates integrating multilingual strategies into teacher education

and curriculum design (Fennema-Bloom, 2010; Novitasari et al., 2022; Sclafani, 2017). Training in translanguaging equips educators to align instruction with students' linguistic realities, fostering global linguistic diversity and equity (Hu et al., 2022; Raki & Sulaiman, 2021; Sameen et al., 2021). Code-switching emerges as a multifaceted force in bilingual education, enhancing pedagogy, shaping teacher identity, and boosting student engagement (Ali et al., 2016; Ke, 2013; Sandi, 2023; Shafi, 2020). It challenges monolingual norms, fosters cognitive flexibility, and promotes inclusive practices, urging its integration into professional development (Adler et al., 2020; Lin, 2017; Sclafani, 2017). This synthesis affirms its role in reimagining education for a diverse, equitable future (Bhatti & Sartaj, 2019; Sastra & Adriyanti, 2022).

## **2.4. Gap and Contribution**

While the literature robustly covers cognitive benefits, pedagogical strategies, and equity implications, it underexplores teachers' lived experiences, particularly in underrepresented contexts. Most studies prioritize student perspectives (e.g., Rauf, 2017) or broad theoretical frameworks (e.g., Makalela, 2015), leaving a lacuna in understanding how bilingual L2 teachers in Iran perceive and experience code-switching. This phenomenological study fills this gap by centering teachers' voices, offering a detailed exploration of their pedagogical, emotional, and identity-related experiences, thus enriching the discourse on multilingual education. Qualitative methodologies, notably phenomenology, illuminate the lived experiences of bilingual teachers engaging in code-switching (Ali et al., 2016; Raki & Sulaiman, 2021). Techniques like in-depth interviews, purposive sampling, and reflective journaling capture cognitive, emotional, and social dimensions, with iterative processes like thematic analysis ensuring trustworthiness (Fennema-Bloom, 2010; Raki & Sulaiman, 2021). These approaches reveal themes of cultural negotiation and instructional adaptability, advocating for code-switching's recognition as a transformative pedagogical tool (Ali et al., 2016; Suryarini, 2022).

## **3. Method**

### **3.1. Research Design**

This study employs a phenomenological design to explore the lived experiences of bilingual L2 teachers engaging in code-switching, emphasizing the subjective meanings they attribute to their practices.

### **3.2. Participants and Setting**

A total of 12 bilingual L2 teachers from diverse educational settings in Iran (public schools, universities, language institutes) were selected using purposive sampling with maximum variation sampling. This approach ensures a broad range of perspectives by deliberately including participants with diverse characteristics (Patton, 2015). Here, it was applied to capture varied experiences based on:

- Educational Context: Teachers from public, tertiary, and private institutions.
- Experience Level: Ranging from 2 to over 10 years of teaching.
- Proficiency and Usage: Varying degrees of fluency and frequency in code-switching between English and local languages (e.g., Persian).

This diversity enriches the data, reflecting the complexity of code-switching across different teaching environments.

### **3.3. Data Collection**

Data were primarily collected through in-depth, semi-structured interviews designed to elicit comprehensive narratives of teachers' experiences with code-switching. The interview protocol included open-ended questions such as:

- "Can you describe a typical classroom situation where you engage in code-switching?"
- "How does code-switching influence your interactions with students?"
- "In what ways has your use of multiple languages shaped what you consider as knowledge to be shared with others in your field of study?"
- "In what ways has your use of multiple languages shaped values you share with others in your field of study?"

Each interview lasted between 60 to 90 minutes and was conducted in a setting comfortable for the participant, either in person or via secure online video conferencing. All interviews were audio-recorded with participants' consent and later transcribed verbatim to ensure accuracy and depth in data analysis.

### **3.4. Data Analysis**

The analysis followed established phenomenological procedures to capture the essence of participants' experiences. The process involved several key steps:

1. **Transcription and Familiarization:** All interviews were transcribed verbatim. The researcher immersed themselves in the data by repeatedly reading the transcripts to gain a holistic understanding of each participant's narrative.
2. **Identification of Significant Statements:** Meaningful phrases and statements related to code-switching and professional identity were extracted. This step ensured that the focus remained on elements most relevant to the research questions.
3. **Formulation of Meanings:** The researcher interpreted the significant statements to articulate the underlying meanings associated with the practice of code-switching. This involved a careful balancing of participants' original expressions and the researcher's interpretative insights.
4. **Theme Development:** The formulated meanings were clustered into themes that represented shared experiences and common patterns across the data. Themes such as "Negotiating Linguistic Boundaries," "Emotional Resonance of Code-Switching," and "Fostering Inclusivity in Diverse Classrooms" emerged from this process.
  - **Sub-themes:** Initial coding identified sub-themes such as "clarifying complex concepts" (e.g., switching to Persian for abstract terms), "building rapport" (e.g., using shared language for humor), and "navigating expectations" (e.g., balancing institutional norms with student needs).
  - **Main Themes:** Sub-themes were clustered into three broader themes: "Pedagogical Utility of Code-Switching" (combining clarification and engagement sub-themes), "Emotional and Identity Dimensions" (merging rapport and identity sub-themes), and "Inclusivity and Equity" (linking equity-focused sub-themes). For example, "clarifying complex concepts" and "building rapport" informed pedagogical utility, while "navigating expectations" contributed to inclusivity.
5. **Validation:** To enhance credibility, preliminary findings were shared with a subset of participants for member checking. This step allowed participants to confirm or clarify the interpretations, ensuring that the themes accurately reflected their lived experiences.

### **3.5.Trustworthiness**

Several strategies were employed to ensure the trustworthiness of the study:

- Member Checking: Participants reviewed and provided feedback on the preliminary analysis, which helped validate the findings.
- Peer Debriefing: Regular discussions with colleagues familiar with phenomenological research were conducted to challenge assumptions and refine interpretations.
- Reflexivity: The researcher maintained a reflective journal throughout the study to document personal biases and assumptions, thus promoting transparency and critical self-examination.

### **3.6. Ethical Considerations**

The study adhered to strict ethical guidelines to protect participants' rights and confidentiality. All participants provided informed consent after being briefed on the study's purpose, procedures, and their right to withdraw at any time. Anonymity was ensured by assigning pseudonyms to participants and securely storing all data. Ethical approval was obtained from the relevant institutional review board prior to data collection.

## **4. Findings**

Through a rigorous phenomenological analysis of in-depth, semi-structured interviews with 12 bilingual L2 teachers, three central themes emerged that encapsulate their lived experiences of engaging in code-switching within their classroom practices: (1) Pedagogical Utility of Code-Switching, (2) Emotional and Identity Dimensions of Code-Switching, and (3) Code-Switching as a Tool for Inclusivity and Equity. These themes were derived from a systematic process involving transcription, identification of significant statements, formulation of meanings, and theme development, with findings validated through member checking. The analysis highlights how code-switching serves as a multifaceted practice that extends beyond linguistic alternation, influencing pedagogy, professional identity, emotional connections, and classroom inclusivity. Each theme is elaborated below, supported by representative quotes that reflect the participants' voices and experiences.

#### 4.1. Pedagogical Utility of Code-Switching

Participants consistently described code-switching as a vital pedagogical tool that enhances student comprehension and engagement. By alternating between languages, teachers bridged linguistic gaps and made educational content more accessible. One teacher explained,

*When I switch to the students' first language, I can see their eyes light up. They understand better, and it helps them connect the new concepts to what they already know.*

Another participant highlighted its utility in clarifying complex material:

*I use code-switching to clarify difficult points. It's like building a bridge between the two languages.*

Additionally, a teacher noted,

*Switching between languages lets me bridge the gap when technical terms or abstract ideas just don't translate well.*

These narratives underscore how code-switching facilitates cognitive access to learning, aligning with its recognized role in scaffolding instruction and managing classroom interactions. Moreover, code-switching was described as a strategic choice to negotiate linguistic boundaries and challenge monolingual norms. A participant stated,

*Code-switching lets me bridge the curriculum and my students' realities. It's a choice to reject the idea that English is the only way to teach.*

This reflects how teachers use code-switching not only for pedagogical purposes but also as an act of agency and resistance against linguistic constraints.

#### 4.2. Emotional and Identity Dimensions of Code-Switching

The emotional resonance of code-switching was a prominent theme, with participants reporting that it fosters empathy, trust, and connection with students. One teacher shared,

*When I speak in their language, it's like I'm saying, 'I see you, I understand you.' It builds trust.*

Another described the joy of cultural resonance:

*We can laugh about things that only make sense in our language. It creates a bond.*

These experiences highlight how code-switching transcends pedagogy, becoming an emotionally charged practice that strengthens teacher-student relationships. Furthermore, code-switching played a significant role in shaping teachers' professional identities. Participants

viewed their bilingual proficiency and language-switching ability as integral to their authenticity and effectiveness as educators. A teacher reflected,

*Being bilingual and using both languages in class makes me feel like I'm bringing my whole self to teaching. It's part of who I am.*

Another participant noted,

*When I use my first language to explain something tricky, I feel closer to my students—it's like I'm letting them into my world, and they light up.*

However, the emotional labor involved was also acknowledged:

*It's exhausting sometimes, deciding when to switch, but it's worth it when I see them relax and engage.*

In addition, tensions with monolingual expectations were also evident, as another teacher noted,

*Sometimes I worry about what colleagues might think, but I know that code-switching helps my students, and that makes me a better teacher.*

These accounts illustrate how code-switching affirms teachers' bilingual identities while also presenting challenges that require ongoing reflection and adaptation.

### **4.3. Code-Switching as a Tool for Inclusivity and Equity**

The participants emphasized code-switching's role in promoting socially inclusive learning environments and challenging traditional monolingual ideologies. By valuing students' linguistic backgrounds, teachers cultivated equity and cultural responsiveness. One participant stated,

*In my classroom, all languages are welcome. Code-switching shows students that their linguistic backgrounds are valued.*

Another teacher reflected,

*By using multiple languages, I'm modeling that bilingualism is an asset, not a deficit. It's about equity.*

Additionally, a teacher described,

*When I sprinkle in my first language, my students who speak it feel seen, and the others get curious—it levels the playing field.*

These narratives illustrate how code-switching disrupts linguistic hierarchies, fostering a culturally responsive atmosphere where diverse voices are affirmed. Moreover, code-switching

was seen as a deliberate act to subvert monolingual norms and advocate for social justice. A participant asserted,

*Code-switching isn't just for understanding; it's about showing my class that all our languages matter.*

Another teacher echoed,

*It's a choice to reject the idea that English is the only way to teach.*

This theme underscores how code-switching transforms classrooms into dynamic spaces that promote inclusivity and equity, aligning with broader educational goals of cultural responsiveness and social justice.

#### **4.4. Synthesis of Findings**

Collectively, these themes reveal code-switching as a holistic and transformative practice that intertwines pedagogy, identity, emotion, and inclusivity. For the bilingual L2 teachers in this study, code-switching served as a deliberate strategy to enhance learning, a medium for expressing and negotiating professional identities, a conduit for emotional connection, and a tool for fostering social inclusivity. The practice emerges as an embodied experience that reflects teachers' lived realities and reshapes the educational landscape, challenging traditional monolingual ideologies and promoting a dynamic, culturally responsive classroom atmosphere. Participants' reflective narratives consistently pointed to the empowering nature of code-switching, both for themselves as educators and for their students as learners in a multilingual world. However, teachers also emphasized that the implementation of code-switching is context-sensitive, influenced by factors such as student demographics and institutional policies, necessitating ongoing reflection and adaptation. These findings highlight the transformative potential of code-switching as a praxis that not only enhances pedagogical effectiveness but also advances social justice in L2 education.

### **5. Discussion**

The findings of this phenomenological study illuminate the multifaceted nature of code-switching as experienced by bilingual L2 teachers, revealing its profound impact on pedagogy, professional identity, emotional connections, and classroom inclusivity. Through in-depth interviews with 12 bilingual teachers in Iran, this research uncovers how code-switching

transcends mere linguistic alternation, emerging as a transformative practice that challenges traditional monolingual ideologies and fosters equitable, culturally responsive educational environments. This discussion interprets these findings in relation to existing literature, explores their implications for teaching practice and teacher education, and considers the broader significance of code-switching in contemporary multilingual classrooms.

### **5.1. Pedagogical Utility of Code-Switching**

Participants consistently portrayed code-switching as a vital pedagogical strategy that enhances student comprehension and engagement, aligning with translanguaging theories that frame it as a communicative resource for scaffolding understanding (Csillik & Golubeva, 2020; Makalela, 2015). Teachers reported using code-switching to clarify complex concepts and bridge linguistic gaps, echoing empirical evidence of its role in facilitating cognitive access to educational content (Kayumova et al., 2024; Xiaofang, 2017). For instance, one teacher noted, "When I switch to the students' first language, I can see their eyes light up," illustrating how this practice makes learning more accessible. Furthermore, code-switching was described as an act of agency, enabling teachers to resist monolingual instructional constraints and adapt to students' diverse linguistic needs (Phyak, 2023). This strategic use underscores its legitimacy as a pedagogical tool that empowers educators to create responsive and inclusive classrooms, enhancing both learning outcomes and student participation.

### **5.2. Emotional and Identity Dimensions of Code-Switching**

The emotional resonance of code-switching emerged as a key theme, with teachers highlighting its role in fostering empathy, trust, and connection with students. One participant reflected, "When I speak in their language, it's like I'm saying, 'I see you, I understand you,'" aligning with sociocultural perspectives that position code-switching as a means of building community (Duarte, 2016; Guan, 2023). This affective dimension extends beyond pedagogy, enriching teacher-student relationships. Additionally, code-switching shaped teachers' professional identities, allowing them to integrate their bilingual backgrounds into their roles. A teacher shared, "Being bilingual and using both languages in class makes me feel like I'm bringing my whole self to teaching," resonating with literature on teacher identity and bilingualism (Ke, 2013; Yim & Clément, 2019). However, the emotional labor of navigating when to switch languages

was acknowledged, suggesting a need for teacher education to address these complexities (Goodman & Tastanbek, 2020). This duality highlights code-switching as both empowering and challenging, requiring ongoing reflection.

### **5.3. Code-Switching as a Tool for Inclusivity and Equity**

Participants emphasized code-switching as a means of promoting inclusivity and challenging monolingual norms, reflecting a shift toward valuing linguistic diversity (Aldabhy, 2022; Zano, 2022). By validating students' linguistic backgrounds, teachers created equitable classrooms, as one noted, "In my classroom, all languages are welcome." This aligns with translanguaging pedagogies that advocate integrating students' full linguistic repertoires to advance equity and social justice (Iversen, 2020; Song et al., 2022). Teachers' deliberate use of code-switching to "level the playing field" and model bilingualism as an asset underscores its transformative potential in reshaping classroom dynamics and fostering culturally responsive teaching (Venegas-Weber & Thompson, 2024). This practice subverts linguistic hierarchies, challenging traditional ideologies and advocating for a multilingual educational framework.

## **6. Conclusion and Implications**

### **6.1. Conclusion**

This phenomenological study investigated the lived experiences of bilingual L2 teachers engaging in code-switching within their classrooms, uncovering its multifaceted role in shaping pedagogy, professional identity, emotional connections, and inclusivity. Through in-depth interviews with 12 bilingual teachers in Iran, the research revealed that code-switching extends beyond simple linguistic alternation. It serves as a strategic pedagogical tool that enhances student comprehension and engagement, a medium for expressing and negotiating teachers' professional identities, a conduit for fostering emotional bonds with students, and a transformative practice that promotes equity and cultural responsiveness in diverse educational settings. These findings align with and extend the growing body of literature on translanguaging and multilingual pedagogies, highlighting the potential of code-switching to challenge traditional monolingual ideologies and reshape classroom dynamics in ways that validate linguistic diversity and advance social justice.

The significance of these insights lies in their affirmation of code-switching as a powerful educational practice. By leveraging their bilingual proficiency, teachers not only facilitate learning but also create inclusive environments that honor students' linguistic backgrounds. This dual role underscores the need for language teacher education programs to recognize and integrate the pedagogical and social value of code-switching. Professional development should equip educators with the skills to implement code-switching strategically, address the emotional labor involved in navigating its complexities, and overcome institutional constraints. Such training can empower teachers to foster equitable, culturally responsive classrooms that reflect the multilingual realities of contemporary education.

## **6.2. Implications for Teaching Practice and Teacher Education**

These findings carry significant implications for teaching practice and teacher education. First, they affirm code-switching's pedagogical value, suggesting its integration as a legitimate strategy in L2 classrooms, particularly in diverse linguistic contexts. Teachers should leverage their bilingual skills to enhance learning and engagement. Second, the emotional and identity-related dimensions highlight the need for professional development that addresses the affective aspects of multilingual teaching, equipping educators to navigate the emotional labor involved and negotiate their identities within monolingual systems. Finally, the focus on inclusivity and equity calls for teacher education curricula to incorporate translanguaging pedagogies, training teachers to challenge linguistic hierarchies and foster culturally responsive environments (Lin, 2017; Sclafani, 2017). Such shifts can enhance educators' adaptability and reinforce code-switching's pedagogical and social value.

## **7. Limitations and Directions for Future Research**

While this study offers rich insights, its focus on 12 Iranian teachers limits generalizability. Future research could explore code-switching across diverse cultural and educational contexts to assess contextual influences. Larger sample sizes or mixed-methods approaches could further validate these findings. Additionally, examining the impact of institutional policies and stakeholder expectations on code-switching practices could reveal barriers and facilitators, informing more supportive educational frameworks. However, the study's focus on a specific group of Iranian teachers limits the generalizability of its findings. Future research should explore code-switching across diverse cultural and educational contexts to better understand its

contextual influences. Additionally, investigating how institutional policies and stakeholder expectations shape code-switching practices could provide insights into developing supportive frameworks for multilingual education. Ultimately, this study affirms that code-switching, when thoughtfully integrated, holds transformative potential for both teachers and students, paving the way for a more inclusive and equitable approach to language education.

### **Bio-data**

**Mohammad Aliakbari** is a full professor of applied linguistics in the English Department at the University of Ilam. His Areas of research interest include: Teacher education, SLA, Sociolinguistics.

**Pooria Barzan** received his B.A. and M.A. degrees in TEFL from Farhangian university and Arak University respectively and, for the time being, is a PhD candidate of TEFL at Ilam University. His Areas of research interest include: Material development, Technology in education and Teacher education.

**Karim Kaabi Mofrad** is a PhD Candidate of applied linguistics in the English Department at the University of Ilam. His Areas of research interest include: Teacher education, Discourse Analysis, Sociolinguistics.

### **Declarations**

#### **Funding:**

The author of the manuscript received no grant or funding for this manuscript.

#### **Competing interests:**

The corresponding author certifies on behalf of his co-authors that there is no potential or actual conflicts of interest relating to this manuscript.

## References

- Abdelrahman, N., Irby, B., Lara-Alecio, R., Tong, F., & Elfaragy, H. (2022). Teachers of English learners: Perceived motivators to becoming principals of high-needs schools. *Journal of Educational Administration*, 60(6), 597-613. <https://doi.org/10.1108/jea-04-2021-0092>
- Adler, R., Kroff, J., & Novick, J. (2020). Does integrating a code-switch during comprehension engage cognitive control? *Journal of Experimental Psychology Learning Memory and Cognition*, 46(4), 741-759. <https://doi.org/10.1037/xlm0000755>
- Aldalbahy, K. (2022). The relationship between code-switching and the level of language proficiency in the second language of Saudi female students. *Arab World English Journal*, 13(4), 309-324. <https://doi.org/10.24093/awej/vol13no4.20>
- Ali, A., Abusaeedi, R., & Jafarian, M. (2016). Observing students' attitudes towards teachers' code-switching in EFL classes. Does gender have any impact? *International Journal for 21st Century Education*, 3(1), 59-68. <https://doi.org/10.21071/ij21ce.v3i1.5648>
- Al-Musthofa, W. & D'Angelo, J. (2024). Code code-switching in bilingual education: Cognitive and social implications. *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 58-62. <https://doi.org/10.55210/interling.v2i2.1791>
- Andleeb, N., Salahuddin, A., & Ajmal, F. (2024). Teachers' perceptions of translanguaging as a pedagogical tool in multilingual education. *Annals of Human and Social Sciences*, 5(1), 48-54. [https://doi.org/10.35484/ahss.2024\(5-D05](https://doi.org/10.35484/ahss.2024(5-D05)
- Anisah, N. & Nasrullah, N. (2023). Code-switching in English as a second language (ESL) classroom settings: A strategy or a problem? *Asatiza: Jurnal Pendidikan*, 4(3), 137-155. <https://doi.org/10.46963/asatiza.v4i3.859>
- Bhatti, J. & Sartaj, S. (2019). An ethnographic investigation of code switching and mixing in Pakistan: A case study of nine-year old child, alia. *International Journal of English Linguistics*, 9(2), 210-218. <https://doi.org/10.5539/ijel.v9n2p210>
- Bonyadi, A., Kalvanagh, M., & Bonyadi, M. (2021). Teachers' perceptions on code-switching in EFL classroom discourse. *Discourse and Communication for Sustainable Education*, 12(2), 45-53. <https://doi.org/10.2478/dcse-2021-0015>
- Csillik, É. & Golubeva, I. (2020). Translanguaging practices in early childhood classrooms from an intercultural perspective. In C. Huertas-Abril & M. Gómez-Parra (Eds.), *International*

- Perspectives on Modern Developments in Early Childhood Education* (pp. 15-39). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-7998-2503-6.ch002>
- Duarte, J. (2016). Translanguaging in mainstream education: A sociocultural approach. *International Journal of Bilingual Education and Bilingualism*, 22(2), 150-164. <https://doi.org/10.1080/13670050.2016.1231774>
- Duarte, J. (2018). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*, 17(2), 232-247.
- Fachriyah, E. (2017). The functions of code switching in an English language classroom. *Studies in English Language and Education*, 4(2), 148-156.
- Fennema-Bloom, J. (2010). Code-scaffolding: A pedagogic code-switching technique for bilingual content instruction. *Journal of Education*, 190(3), 27-35.
- Ghajarieh, A. & Aghabozorgi, A. (2024). Translanguaging approaches and perceptions of Iranian EGP teachers in bi/multilingual educational spaces: A qualitative inquiry. *Qualitative Research Journal*, 24(5), 630-642. <https://doi.org/10.1108/qrj-07-2023-0108>
- Goodman, B. & Tastanbek, S. (2020). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. *TESOL Quarterly*, 55(1), 29-53. <https://doi.org/10.1002/tesq.571>
- Guan, X. (2023, February). Translanguaging as a theoretical lens in language learning and its pedagogical functions in multilingual classrooms. In *2022 4th International Conference on Literature, Art and Human Development (ICLAHD 2022)* (pp. 245-254). Atlantis Press. [https://doi.org/10.2991/978-2-494069-97-8\\_31](https://doi.org/10.2991/978-2-494069-97-8_31)
- Gullifer, J., Kroll, J., & Dussias, P. (2013). When language switching has no apparent cost: Lexical access in sentence context. *Frontiers in Psychology*, 4, 1-13.
- Hafid, H. & Margana, M. (2022). Code-switching practices in multilingual classrooms: Exploring pedagogical functions. *Al-Ishlah Jurnal Pendidikan*, 14(2), 2551-2562. <https://doi.org/10.35445/alishlah.v14i2.1326>
- Hofweber, J., Marinis, T., & Treffers-Daller, J. (2020). Experimentally induced language modes and regular code-switching habits boost bilinguals' executive performance: Evidence from a within-subject paradigm. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.542326>

- Hu, Y., Afzaal, M., & Alfadda, H. (2022). The perceptions of international learners toward teacher code-switching in the elementary and intermediate Chinese foreign language classrooms. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.860567>
- Iversen, J. (2020). “translanguaging” and the implications for the future teaching of English in Norway. *Nordic Journal of Modern Language Methodology*, 7(1), 50-66. <https://doi.org/10.46364/njmlm.v7i1.520>
- Karademir, A. & Yilmaz, H. (2023). Teacher’s perceptions and attitudes toward bilingualism: implications for early childhood education. *International Journal of Educational Research Review*, 8(1), 63-80. <https://doi.org/10.24331/ijere.1185809>
- Kayumova, S., Harper, A., & Moniz-Stronach, R. (2024). When a monolingual science teacher and multilingual girls engage in science sensemaking through translanguaging: A pedagogical practice, disciplinary tool, and dignity-affirming stance. *Journal of Research in Science Teaching*, 62(1), 86-133. <https://doi.org/10.1002/tea.22009>
- Ke, S. (2013). Bilingualism in schools and society: language, identity, and policy. *International Journal of Bilingual Education and Bilingualism*, 17(6), 718-721. <https://doi.org/10.1080/13670050.2013.836806>
- Keleş, N. & Sabuncuoğlu, O. (2015). The impacts of bilingualism on pre-schoolers. *İstanbul Aydın Üniversitesi Eğitim Fakültesi Dergisi* 7(1), 191-208. [https://doi.org/10.17932/iau.efd.2015.013/efd\\_v07i009](https://doi.org/10.17932/iau.efd.2015.013/efd_v07i009)
- Kirsch, C. (2021). Practitioners’ language-supporting strategies in multilingual ECE institutions in luxembourg. *European Early Childhood Education Research Journal*, 29(3), 336-350. <https://doi.org/10.1080/1350293x.2021.1928721>
- Lin, A.M.Y. (2017). Code-switching in the classroom: Research paradigms and approaches. In K. King, K., Y. J. Lai, & S. May. (Eds.), *Encyclopedia of Language and Education*. Springer, Cham. [https://doi.org/10.1007/978-3-319-02249-9\\_34](https://doi.org/10.1007/978-3-319-02249-9_34)
- Luo, Y. (2019). Chinese university students’ perceptions of teacher code-switching in EFL speaking classrooms. *English Language Teaching*, 12(11), 119. <https://doi.org/10.5539/elt.v12n11p119>
- Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies for multilingual classrooms. *Language and Education*, 29(3), 200-217. <https://doi.org/10.1080/09500782.2014.994524>

- Maryansyah, Y., Syafryadin, S., Badeni, B., & yenti, E. (2024). Indonesian suburban area EFL teachers' perspectives on translanguaging. *Register Journal*, 17(1), 23-48. <https://doi.org/10.18326/register.v17i1.23-48>
- Novitasari, T., Erlina, D., & Sukma, F. (2022). Analysis of causing factors on teachers' code switching. *Journal of English Education and Teaching*, 6(3), 398-416. <https://doi.org/10.33369/jeeet.6.3.398-416>
- Osorio, S. (2020). Building culturally and linguistically sustaining spaces for emergent bilinguals: using read-alouds to promote translanguaging. *The Reading Teacher*, 74(2), 127-135. <https://doi.org/10.1002/trtr.1919>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods*. Sage Publications.
- Phyak, P. (2023). Translanguaging as a space of simultaneity: Theorizing translanguaging pedagogies in English medium schools from a spatial perspective. *Modern Language Journal*, 107(1), 289-307. <https://doi.org/10.1111/modl.12830>
- Ping, W. (2022). Relooking at the roles of translanguaging in English as a foreign language classes for multilingual learners: practices and implications. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.850649>
- Rahmani, S., Somad, I., & Erdiana, N. (2022). Code-switching in lecturer-students' interaction in thesis examination. *English Education Journal*, 13(4), 430-441. <https://doi.org/10.24815/eej.v13i4.27821>
- Raki, D. & Sulaiman, N. (2021). Code-switching practice in English language classrooms among Malaysian teachers. *International Journal of Academic Research in Business and Social Sciences*, 11(8), 534–549. <https://doi.org/10.6007/ijarbss/v11-i8/10555>
- Rauf, A. (2017). Students' attitude towards teachers' use of code-switching and its impact on learning English. *International Journal of English Linguistics*, 8(1), 212-218. <https://doi.org/10.5539/ijel.v8n1p212>
- Salari, Z., Samimi, F., & Afraz, S. (2021). Generalizability appraisal of a code-switching scale in the Iranian ELT and psychology context: Examining the role of gender, age, proficiency and educational levels. *Iranian Evolutionary Educational Psychology Journal*, 3(1), 26-46. <https://doi.org/10.52547/ieepj.3.1.26>

- Sameen, S., Farid, A., & Hussain, M. (2021). A critical discourse analysis of impact of code-switching on modern adult language learners' motivation in Pakistan. *Journal of Language and Linguistic Studies*, 17(1), 109-121. <https://doi.org/10.17263/jlls.903353>
- Sandi, D. (2023). The use of code-switching by the speakers on Hima Lingua's Webinar: Exploring pedagogical and affective functions. *Jurnal Sosial Teknologi*, 3(10), 831-835. <https://doi.org/10.59188/jurnalsostech.v3i10.954>
- Sastra, P. & Adriyanti, K. (2022). English teachers' perception and strategies towards the use of code-switching in teaching EFL young learners. *Acitya: Journal of Teaching & Education*, 4(1), 25-39. <https://doi.org/10.30650/ajte.v4i1.2289>
- Saud, D. (2023). Translanguaging practices in EFL classrooms: Teachers' perspectives from Darchula. *KMC Journal*, 5(2), 59-73. <https://doi.org/10.3126/kmcj.v5i2.58230>
- Sclafani, C. (2017). Strategies for educators of bilingual students: A critical review of literature. *International Journal of Education and Literacy Studies*, 5(2), 1-8. <https://doi.org/10.7575/aiac.ijels.v.5n.2p.1>
- Shafi, S., Kazmi, S. H., & Asif, R. (2020). Benefits of code-switching in language learning classroom at University of Education Lahore. *International Research Journal of Management, IT and Social Sciences*, 7(1), 227-234. <https://doi.org/10.21744/irjmis.v7n1.842>
- Song, J., Howard, D., & Olazabal-Arias, W. (2022). Translanguaging as a strategy for supporting multilingual learners' social emotional learning. *Education Sciences*, 12(7), 475. <https://doi.org/10.3390/educsci12070475>
- Suganda, L., Loeneto, B., & Zuraida, Z. (2018). Teachers' use of code switching in an English as a foreign language context in Indonesia. *Script Journal: Journal of Linguistic and English Teaching*, 3(2), 111-126. <https://doi.org/10.24903/sj.v3i2.202>
- Suryarini, D. (2022). The use of code-switching in English as a foreign language classroom in teacher's perspective. *Jurnal Basicedu*, 6(5), 8458-8465. <https://doi.org/10.31004/basicedu.v6i5.3867>
- Tamargo, R., Kroff, J., & Dussias, P. (2016). Examining the relationship between comprehension and production processes in code-switched language. *Journal of Memory and Language*, 89, 138-161. <https://doi.org/10.1016/j.jml.2015.12.002>

- Tamene, E. & Desalegn, A. (2022). Teachers' attitudes towards code-switching in Ethiopian EFL classrooms. *LLT Journal a Journal on Language and Language Teaching*, 25(2), 555-571. <https://doi.org/10.24071/llt.v25i2.4954>
- Venegas-Weber, P. & Thompson, J. (2024). Bilingual, black, indigenous, and people of color teacher candidates' translanguaging selves: working with their multilingual assets and identities as future elementary science teachers. *Journal of Research in Science Teaching*, 62(1), 163-192. <https://doi.org/10.1002/tea.22015>
- Xiaofang, Q. (2017). Pedagogic and social functions of university EFL teachers' classroom code-switching. *International Journal of Language and Linguistics*, 5(6), 179-186. <https://doi.org/10.11648/j.ijll.20170506.13>
- Yim, O. & Bialystok, E. (2012). Degree of conversational code-switching enhances verbal task switching in Cantonese–English bilinguals. *Bilingualism Language and Cognition*, 15(4), 873-883. <https://doi.org/10.1017/s1366728912000478>
- Yim, O. & Clément, R. (2019). “you’re a *juksing*”: Examining Cantonese–English code-switching as an index of identity. *Journal of Language and Social Psychology*, 38(4), 479-495. <https://doi.org/10.1177/0261927x19865572>
- Yow, W. & Li, X. (2015). Balanced bilingualism and early age of second language acquisition as the underlying mechanisms of a bilingual executive control advantage: why variations in bilingual experiences matter. *Frontiers in Psychology*, 6, 164-176. <https://doi.org/10.3389/fpsyg.2015.00164>
- Yuan, R. & Yang, M. (2020). Towards an understanding of translanguaging in EMI teacher education classrooms. *Language Teaching Research*, 27(4), 884-906. <https://doi.org/10.1177/1362168820964123>
- Zainil, Y. & Arsyad, S. (2021). Teachers' perception of their code-switching practices in English as a foreign language classes: the results of stimulated recall interview and conversation analysis. *Sage Open*, 11(2), 1-10. <https://doi.org/10.1177/21582440211013802>
- Zano, K. (2022). Translanguaging in an English first additional language context in the further education and training phase. *Eureka Social and Humanities*, 3, 40-48. <https://doi.org/10.21303/2504-5571.2022.002448>

Zhang, H. (2023). Chinese teachers' attitudes towards code switching as a pedagogical strategy in EFL classrooms. *Curriculum and Teaching Methodology*, 6(18), 82-93.  
<https://doi.org/10.23977/curtm.2023.061814>

Zhong, Z. & Fan, L. (2023). Worldwide trend analysis of psycholinguistic research on code switching using bibliometrix R-tool. *Sage Open*, 13(4), 1-14.  
<https://doi.org/10.1177/21582440231211657>