

Study (author/s , year, country)	Full bibliographic details	Objective/aim	Descriptions of the research sample	Research design	Key findings	Limitations	Theoretical framework	Suggestions for future research
Patricia Duff, Charlene Polio, 1990, The United States	, Patricia A., and Charlene G. Polio. 'How Much Foreign Language Is There in the Foreign Language Classroom?' <i>The Modern Language Journal</i> , vol. 74, no. 2, 1990, pp. 154–66. <i>JSTOR</i> , https://doi.org/10.2307/328119 .	Investigate the ratio of L1 vs L2 use by teachers in FL classrooms, the factors and teachers' and students' attitudes towards CS.	44 L2 classes at the college level in the United States. The participants were both native and non-native L2 speakers. Data were collected on the amount and type of language used.	Sequential explanatory mixed methods design	The study revealed that there was 10 to 100 percent FL use by teachers. Most students were satisfied with the amount of CS while teachers' opinions were different.	The study may capture actual English language use by teachers less accurately than percentages would have.	Not explicitly stated.	The quantitative method used in the study needs to be validated. The effect of teachers' L1/L2 behavior on language acquisition needs to be investigated.
Eva Fachriyah, 2017, Indonesia	riyah, Eva. 'The Functions of Code Switching in an English Language Classroom'. <i>Studies in English Language and Education</i> , vol. 4, no. 2, 2, Sept. 2017, pp. 148–56. <i>202.4.186.66</i> , https://doi.org/10.24815/siele.v4i2.6327 .	To determine the functions of code-switching used by teachers in their lessons.	The study is based on qualitative data collected from classroom observations, audio recordings, and interviews with teachers and students.	Qualitative research design.	Code-switching can serve multiple functions in the classroom, such as facilitating classroom management and negotiating meaning between teacher and students. CS follows specific patterns and conventions in classroom discourse. The teacher is the primary agent of code-switching in the classroom, but students may also	Focus on only one class, and one lecturer and her students.	Not explicitly stated.	It could be interesting to investigate the relationship between CS and student's acquisition of L2, how teachers and students use CS to facilitate communication, how CS affects the dynamics of the classroom, the use of CS in other educational settings and the impact of teacher training on CS practices.

					<p>use code-switching as a strategy for communication and negotiation of meaning.</p> <p>The use of CS can be influenced by some factors, such as the proficiency level of students, the complexity of the topic, and the linguistic and cultural diversity of the classroom. It can have both positive and negative effects on language learning and teaching.</p>			
<p>Valerie Hobbs, Ayumi Matsuo, Mark Payne, 2010, The United Kingdom</p>	<p>bs, Valerie, et al. 'Code-Switching in Japanese Language Classrooms: An Exploratory' <i>Investigation of Native vs. Non-Native Speaker Teacher Practice</i> Elsevier Enhanced Reader. https://doi.org/10.1016/j.linged.2009.12.004.</p>	<p>To examine and compare the use of CS between native and non-native Japanese language teachers in Japanese language classrooms.</p>	<p>The study involved 11 Japanese language teachers, including six native speakers and five non-native speakers, from Japan. The teachers' experience ranged from one to 25</p>	<p>Exploratory Sequential Mixed Design.</p>	<p>Both native and non-native Japanese language teachers frequently use CS in the classroom, with a higher frequency by non-native-speaker ones. The main reasons for CS are: to</p>	<p>The sample size was relatively small and only included teachers and students from one university in Japan. The study relied on self-reported data from</p>	<p>Not explicitly stated.</p>	<p>The author suggests that future research should investigate the reasons why teachers choose to CS and how they perceive the role of code-switching in language teaching and learning. Future</p>

		<p>The study aims to investigate the reasons and functions for code-switching in the classroom, as well as the factors that influence the decision to switch between languages. The research also aims to explore the attitudes of both teachers and students towards code-switching in the classroom.</p>	<p>years of teaching Japanese as a foreign language. The study also involved 366 students who were enrolled in the teachers' classes. The students' ages ranged from 15 to 18 years old, and they were at various proficiency levels in Japanese. The study utilized multiple data collection methods, including classroom observations, teacher and student interviews, and surveys, to examine the use of code-switching in the classroom and its effects on teaching and learning.</p>		<p>facilitate students' comprehension, to provide further explanation on the subject, to reinforce language learning but also to build a relationship with students and creating a positive classroom atmosphere. Teachers who are more proficient in Japanese tend to use more Japanese in the classroom, while those who are less proficient rely more on code-switching. Both teachers and students have positive attitudes towards code-switching in the classroom, seeing it as a useful tool for language learning. However, some teachers express concerns about overreliance on</p>	<p>teachers and students and did not examine the long-term effects of CS on students' language development, neither the effects of code-switching on student motivation, engagement, or attitudes towards language learning.</p>		<p>research should explore how code-switching is perceived and experienced by students, and how it affects their language learning and identity and should take into account the socio-cultural and linguistic contexts. Further research should also investigate the effectiveness of different code-switching strategies.</p>
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					CS and the potential negative effects on students' language development.			
Lu, Jingxia, 2010, China	Jingxia, Liu. 'Teachers' Code-Switching to the L1 in EFL Classroom'. <i>The Open Applied Linguistics Journal</i> , vol. 3, no. 1, Nov. 2010, pp. 10–23. <i>DOI.org (Crossref)</i> , https://doi.org/10.2174/1874913501003010010 .	To investigate the frequency, reasons, and effects of teachers' code-switching to L1 in EFL classrooms in China. The study also aims to explore the attitudes of both teachers and students towards the use of L1 in the EFL classroom and to provide insights into how teachers can better use L1 in their	The study is based on data collected from six EFL teachers and 87 students from three different universities in China through classroom observations, interviews, and questionnaires.	Qualitative research design.	Teachers use L1 in the EFL classroom for various reasons, such as clarifying meanings, explaining grammar, and creating relationships with students. Students generally accept and appreciate teachers' use of L1, but some feel that excessive L1 use may hinder their English language learning progress. Teachers' attitudes towards L1 use vary, with some being more positive towards L1 use and others being more negative. Students' attitudes	Small sample size, limited scope and self-report data.	Not explicitly stated.	Investigate the effectiveness of L1 use and its use in different settings, explore teacher attitudes towards L1 use, make a comparison of L1 use across different languages and analysis of the role of L1 use in language policy.

		teaching practices.			towards L1 use are influenced by factors such as their English proficiency level, the subject matter being taught, and their cultural background. L1 use can have both positive and negative effects on language learning and teaching, depending on how it is used and in what context.			
Kim Sun Hee Ok, Catherine Elder, 2005, Australia	, Sun Hee Ok, and Catherine Elder. 'Language Choices and Pedagogic Functions in the Foreign Language Classroom: A Cross-Linguistic Functional Analysis of Teacher Talk'. <i>Language Teaching Research</i> , vol. 9, no. 4, Oct. 2005, pp. 355–80. <i>SAGE Journals</i> , https://doi.org/10.1191/1362168805lr173oa .	Investigate the link between language choices and functions in the classroom.	The study was conducted in three different countries: the United States, Japan, and Turkey. The participants in the study were foreign language teachers who were observed teaching lessons in their respective classrooms. The data for the study were collected	Qualitative research design.	Teachers used different languages for different pedagogic functions, and that choice was often influenced by factors (the language proficiency of the students, the goals of the lesson, and the cultural norms of the classroom). The study also identified some	The study was conducted in only three countries which may limit the generalizability of the findings to other cultural and linguistic contexts. The use of a small sample size of teachers and classrooms within each	Not explicitly stated.	Need for further research on the impact of language choices on student learning, explore the link between language choices, pedagogic function and students' learning, and identify the most effective language teaching practices and investigate the influence of

			through audio and video recordings of the lessons, as well as field notes and interviews with the teachers.		common pedagogic functions, such as building relationship and maintaining discipline.	country also limits the representativeness of the data. Second, the study does not take into account other factors that may influence language learning and relies on the self-report of teachers..		cultural and linguistic factors on language teaching practices.
William Littlewood, Baohua Yu, 2009, China, Australia	Littlewood, William, and Baohua Yu. 'First Language and Target Language in the Foreign Language Classroom'. <i>Language Teaching</i> , vol. 44, no. 1, Jan. 2011, pp. 64–77. Cambridge University Press, https://doi.org/10.1017/S0261444809990310 .	Investigate and suggest a framework of principles to guide the integration of the L1 into the second language classroom without endangering the primary status of the TL.	50 second-year tertiary students from Hong Kong and Mainland were asked to recall the percentage of classroom time their teachers had spent using the L1 in their English lessons. The 50 students from HK and ML mentioned above were also asked to recall the purposes for which their	Convergent Parallel Design	There was significant variation between the HK and ML groups, suggesting variation between the cultures of teaching and learning. For the HK group, this was 20%; for the ML group, it was 64%. medium of Chinese'. The most common purposes of CS use by teachers are	The study is based on self-report or observation.	The monolingual principle and its policy in different countries and across the years.	Investigate the meanings of the terms 'systematic', 'selective' and 'judicious' through and individual teacher's intuition, investigate L1-based techniques at different stages of learning, investigate the TL-based strategies for teachers and how

			English teachers were most likely to use the L1. From a list of nine purposes, they were asked to indicate on a four-point scale whether their teachers used the L1 'always' (= 4 in the analysis), 'sometimes', 'seldom' or 'never' (= 1).		establishing constructive social relationships, communicating complex meanings to ensure understanding and/or save time and maintaining control over the classroom environment.			to motivate them to use them, how to best equip teachers with the necessary proficiency and strategies and finally investigate links between patterns of L1 and TL use and students' progress in their language learning process.
Ernesto Macaro, 2001, The United Kingdom	Macaro, Ernesto. 'Analysing Student Teachers' Codeswitching in Foreign Language Classrooms: Theories and Decision Making'. <i>The Modern Language Journal</i> , vol. 85, no. 4, 2001, pp. 531-48.	Investigate the quantity of L1 used by student teachers as well as the reflections and beliefs of 2 of the student teachers on the CS process.	Macaro collected data from nine student teachers who were asked to record their classroom interactions and write reflective diaries about their codeswitching practices. The data was analyzed using a qualitative approach, with the focus on identifying the reasons why student teachers codeswitched in the classroom and	Qualitative methods design.	The findings reveal comparatively low levels of L1 use by the student teachers and little effect of the quantity of student-teacher L1 use on the quantity of L1 or L2 use by the learners. They also reveal very little explicit reference by the student teachers to the research and professional literature they had	Not explicitly stated.	The importance of cultural and social context in language acquisition.	Future research needs to establish some principles for CS in FL classrooms by understanding its functions and consequences.

			the situational factors that influenced their codeswitching practices.		read, yet their decision making did not necessarily stem from their personal beliefs.			
Danièle Moore, 2002, France	Moore, Danièle. 'Code-Switching and Learning in the Classroom'. <i>International Journal of Bilingual Education and Bilingualism</i> , vol. 5, no. 5, Oct. 2002, pp. 279–93. DOI.org (Crossref), https://doi.org/10.1080/13670050208667762 .	This paper investigates the issue of CS in the classroom and its functions in a EFL classroom.	Moore analyzed the functions and the roles of the L1 used in classrooms from two different contexts: a French school in Spain and a bilingual programme in French and Italian in Italy.	Qualitative research design.	CS can help bridge communication gaps in the classroom, especially for bilingual students who may have difficulty expressing themselves in one language. It can help bilingual students understand better by using both languages to explain concepts and ideas. It can enhance students' metalinguistic awareness, or their ability to reflect on and understand language. It can lead to increased student participation and engagement in the	Not explicitly stated.	Not explicitly stated.	The article highlights the need to better understand the strategies used for CS and their role in the students' learning process.

					classroom. It can provide opportunities for teachers to provide feedback on students' language development.			
Marisa Morata, Yvette Coyle, 2011, Spain	Marisa Morata, Marisa Coyle, and Yvette Coyle. 'Teaching English through Spanish: A Secondary School EFL Teachers's Language Choices in the Foreign Language Classroom'. <i>Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras</i> , Jan. 2012. DOI.org (Crossref), https://doi.org/10.30827/Digibug.31968 .	Investigate teachers' language choices in her classroom. The study aims to analyze the teacher's use of the students' L1 and TL in different pedagogical functions and to understand the reasons behind her language choices. The study also aims to raise awareness about the impact of language choices on	The study is based on data collected from observations of classroom sessions and interviews with the teacher. The data collected from classroom observations is transcribed and analyzed using discourse analysis to identify patterns in the teacher's language use.	Qualitative research design.	The study finds that the teacher uses a good amount of L1 in order to communicate with the students. The study also reveals a lack of awareness from the teacher about her use of translations and CS, and the reasons she gave for doing so were related to her worry that students would feel insecure and unable to follow the class if new vocabulary or language structures were introduced	Not explicitly stated.	Not explicitly stated.	There is a need to replicate this study with different participants, students' perspective, to investigate long-term effects of the teachers' language choices on students' language learning and investigate the beliefs and attitudes of EFL teachers towards the use of L1 and TL and investigate the effectiveness of different pedagogical strategies of CS.

		students' language learning.			without an L1 translation. The study highlights the potential impact of language choices on students' language learning and development.			
Christine Raschka, Peter Sercombe, Huang Chi-Ling, 2009, The United Kingdom	Raschka, Christine, et al. 'Conflicts and Tensions in Codeswitching in a Taiwanese EFL Classroom'. <i>International Journal of Bilingual Education and Bilingualism</i> , vol. 12, no. 2, Mar. 2009, pp. 157–71. Taylor and Francis+NEJM, https://doi.org/10.1080/13670050802153152 .	To investigate the functions of CS in EFL classrooms, what is the source of conflicts with that and the reasons why.	The research of this study is carried out in Taiwan. Two cram schools will be studied, one of the two claims to teach through the first language, while the other one claims to provide an 'English-only' learning environment. A class from each cram school was selected. Observations and recordings were collected during the lesson.	Exploratory Sequential Design.	The level of CS in these two language schools was quite high. In both schools, regardless of their different approaches to language teaching and learning, both teachers used both languages with similar degrees of frequency within the observed lessons. The teachers' use of CS is strategic, indicating a high level of general communicative competence. Both were able to switch between languages to	Nearly all of the participants in this study did not begin learning English until they were aged 14, due to the national educational policy of the time.	Not explicitly stated.	Investigate a theory of the functioning of CS in the classroom and how CS can best serve the needs of students and teachers.

					produce the effects they desired in terms of socialisation, topic switch, classroom management and metalinguistic functioning.			
Jee-Young Shin, L. Quentin Dixon & Yunkyong Choi, 2020, The United States	Shin, Jee-Young, et al. 'An Updated Review on Use of L1 in Foreign Language Classrooms'. <i>Journal of Multilingual and Multicultural Development</i> , vol. 41, no. 5, May 2020, pp. 406–19. DOI.org (Crossref), https://doi.org/10.1080/01434632.2019.1684928 .	This article aims to provide a perspective on the use of first language in EFL classrooms by reviewing recently published empirical literature from 2011 through 2018. The article focuses on literature relevant to four key areas: (1) extent and impact of L1 use, (2) factors	This article includes reviews of research from many authors depending the topic of the article (cf. article).	Qualitative research design.	The overall findings suggest making use of L1 as a resource integrated into the curriculum, aiming for the judicious and intentional use of L1. Re-conceptualising the nature of L1 use is suggested, as well as ways to encourage efficient use of L1 to maximise L2 learning in the classroom are outlined. Furthermore, workshops are discussed for teachers and students to help	Not explicitly stated.	The extent and impact of L1 use, factors influencing L1 and L2 use, beliefs and attitudes towards L1 and L2 use, and the effectiveness of L1 use on L2 skills.	Future studies on understanding of translanguaging and pedagogical use of translanguaging in FL education are needed.

		influencing L1 and second language (L2) use, (3) beliefs and attitudes towards L1 and L2 use, and (4) the effectiveness of L1 use on L2 skills.			them in their teaching methods.			
Eda Üstünel, 2016, Turkey	Üstünel, Eda. <i>EFL Classroom Code-Switching</i> . Palgrave Macmillan UK, 2016. DOI.org (Crossref), https://doi.org/10.1057/978-1-137-55844-2 .	Investigate and understand CS in EFL classrooms.	Not explicitly stated.	Qualitative research design.	CS can help in building relationship, compensating for a lack of comprehension, etc. Teachers' beliefs are also involved in this phenomenon.	Most studies were conducted by outsiders coming into the classrooms.	Not explicitly stated.	There is a need to publish studies of the longitudinal, design-interventionist type.
Yeti Zainil, Safnil Arsyad, 2021, Indonesia	Zainil, Yeti, and Safnil Arsyad. 'Teachers' Perception of Their Code-Switching Practices in English as a Foreign Language Classes: The Results of Stimulated Recall Interview and Conversation Analysis'. <i>SAGE Open</i> , vol. 11, no. 2, Apr. 2021, p. 21582440211013800.	To investigate the factors that influence the use of CS in the EFL classroom and the way it affects students' language learning as	The authors collected data through interviews with 10 EFL teachers who had experience in using CS. The themes that emerged from the data analysis include the reasons for using	Qualitative research design.	FL teachers code-switch for various reasons, such as enhancing students' understanding of complex topics, creating relationships with students, and facilitating classroom	Sample size, self-reported data and limited scope.	Not explicitly stated.	Investigate the effects of code-switching on students' language learning outcomes, the factors that influence students' perception of code-switching, and the use of code-switching in

	<p><i>SAGE Journals</i>, https://doi.org/10.1177/21582440211013802.</p>	<p>well as the reasons why EFL teachers use CS and whether it is perceived as a beneficial practice. The study also explores the challenges and benefits of CS.</p>	<p>CS, its benefits and challenges and the factors that influence it.</p>		<p>management. Some benefits include making the classroom more interactive, promoting students' participation and motivation, and making learning more enjoyable while it can also create a dependance on L1 and many other disadvantages. The factors that influence the use of code-switching include the level of proficiency of the students, the language policy of the school, and the teachers' beliefs and attitudes towards code-switching.</p>			<p>other language teaching contexts.</p>
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