



THE USE OF CODE SWITCHING IN RAYMOND CHIN'S PODCAST "INDONESIAN SCHOOLS ARE BROKEN, THIS IS THE RADICAL FIX"

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Abstract

This study aims to analyze the patterns, functions, and impacts of code switching in Raymond Chin's podcast episode entitled "Indonesian Schools Are Broken, This Is the Radical Fix." The research focuses on identifying the dominant types of code switching used, how they function in conveying messages, and the communicative impact on the audience. The theory of code-switching patterns is based on Poplack (1980), the functional classification adopts Hoffmann's framework, and the impacts of code switching used Das's theory. This study uses a qualitative descriptive method, with documentation and transcription as data collection techniques. The data were analyzed by categorizing code-switching occurrences and interpreting their functions in the context of the conversation. The results show that the most dominant pattern used is intra-sentential switching, reflecting the speakers' natural bilingual ability. The primary function of code switching was to express social identity and adapt to the context. The impact observed was the demonstration of a multilingual identity and enhanced audience engagement. These findings highlight the role of code switching as a communicative strategy in modern digital media and how it reflects broader aspects of language and society.

Keywords: code switching, podcast, bilingualism, communication, language and society

Introduction

In today's increasingly globalized and digitally connected world, bilingualism and language mixing have evolved from marginal phenomena into central features of modern communication. Code-switching is when a person changes between two or more languages while speaking. This is a common language behavior, especially in digital media. Podcasts and other informal platforms allow for natural, unscripted language exchange, especially among bilingual speakers. These speakers use the platforms to express their identity, maintain fluency, and connect with diverse audiences.



Language serves as both a tool for conveying information and a medium for building social identities and negotiating cultural affiliations. In bilingual and multilingual communities, speakers often switch languages based on their audience, the context, or their purpose for communicating. This practice, known as code-switching, has become increasingly visible in digital media such as YouTube, vlogs, and podcasts, where the boundaries between formal and informal discourse are often blurred.

One example is the video podcast "Indonesian Schools Are Broken: This Is the Radical Fix" by Raymond Chin, an Indonesian content creator who discusses social and educational issues. This episode provides a rich set of data for examining bilingual language practices by combining spoken discourse, facial expressions, gestures, and real-time audience engagement. Throughout the conversation, the speakers frequently alternate between Indonesian and English, showcasing their linguistic ability and communicative strategy.

Previous research has demonstrated that code-switching in digital platforms functions beyond mere translation. Studies by (Anjarsari, 2024) and (Tarigan & Girsang, 2025) demonstrate that code-switching is frequently employed in YouTube podcasts to emphasize points, manage emotional tone, and foster rapport with multilingual audiences. These findings support the idea that language alternation is not a sign of linguistic deficiency, but rather a strategic tool for enhancing meaning, clarity, and social resonance in digital communication.

Even though there's a lot of research out there, there's still a big gap in what scholars are talking about when it comes to video podcasts, especially the ones that mix visuals and sound to convey complex ideas. Specifically, no prior study has examined the code-switching patterns in Raymond Chin's popular and linguistically rich podcast episode, "Indonesian Schools Are Broken, This Is the Radical Fix." This study aims to fill this gap by examining how the podcast's bilingual speakers use language switching to communicate effectively and to reflect their social identity, audience awareness, and cultural identity.

This research aims to identify and analyze the patterns of code-switching employed by Raymond Chin and his guests and to explore the social functions and communicative impacts of such language alternation in the context of digital media. This study helps us understand code-switching better. Code-switching is when a person changes languages or modes of communication, like how a person talks on the phone or in person. This study shows how code-switching affects online conversations.

Theoretical Framework



The study of code-switching in bilingual discourse is based on several key theoretical concepts within the fields of sociolinguistics and language education. One of the most important ideas is the connection between language and society. Language is more than just a way to talk to each other; it also shows who someone is, which social group they're part of, and the values of that group. In multilingual communities, language choice is often influenced by social roles, power relations, and cultural expectations. Research by (Greca et al., 2025) and (Attig et al., 2025) demonstrates how the use of mixed language forms in public discourse reflects adaptation and resistance to linguistic categorization, while (Çavuşoğlu et al., 2025) emphasize the importance of including students' linguistic backgrounds in educational practice.

The concept of bilingualism means more than just being able to use two languages. It also includes understanding two cultures and being able to think flexibly. As (Pujiati et al., 2025) highlight, bilingual individuals often shift languages to fit social contexts and express identity. In practice, bilingual strategies such as translanguaging can foster inclusivity and better comprehension in educational settings (Yazici, 2025). Similarly, multilingualism, the ability to speak more than two languages, allows individuals to operate across various domains home, education, and workplace while reflecting complex cultural affiliations and requiring policy considerations for effective implementation (Dauletkeldyyeva et al., (2024); Kassanova, (2024)).

Another crucial concept is diglossia, where two language varieties (e.g., formal and informal) coexist in a community. As seen in Kazakhstan (Tlepbergen et al., 2024), diglossic environments reflect social hierarchies and affect language attitudes, with implications for education and power access (Akobirova, 2021). The central focus of this study is code-switching defined as the alternation between languages within a conversation or utterance. Scholars such as (Medina, 2024) and (Temirova, 2025) stress that code-switching serves not only communicative needs but also reflects speaker background, intention, and emotional expression. Unlike translanguaging, code-switching maintains clearer boundaries between languages to fulfill distinct functions (Carroll, 2025).

Following Poplack's (1980) cited in (Adekunle, 2023) model, code-switching can be classified into inter-sentential (switches between sentences), intra-sentential (switches within a sentence), and tag-switching (insertion of discourse markers). These forms are commonly found in bilingual speech, especially in spontaneous and informal media interactions.

As explained by Hoffmann (2014) as cited in (Pertiwi, 2024), there are various sociolinguistic motives that code-switching responds to. These



include expressing social identity, making stylistic choices, adjusting to context, conveying emotions, and limitations in vocabulary. For instance, bilingual speakers may use language alternation to signify belonging to a particular group (Mona, (2024); Yim & Clément, (2021)), enhance stylistic expression (Sari, 2021), or ensure clarity when discussing culturally significant terms (Ibrahim, 2024).

From a communicative perspective, Das (2012) as cited in (Brown, 2020) positions code-switching as a strategic tool that enhances discourse in multilingual settings. It supports fluency, clarity, multilingual identity, and audience engagement. This is particularly evident in educational and digital contexts, where switching between languages helps bridge conceptual gaps, affirm cultural belonging, and create a relatable tone for diverse audiences (Kadwa, (2024); (Mulyani et al., (2024); Fort et al., (2024)).

In digital media, especially video podcasts, code-switching emerges as a pragmatic and interactive strategy. (Anjarsari, 2024) and (Tarigan & Girsang, 2025) demonstrate that in platforms like YouTube, speakers code-switch to manage emotional content, adapt to audience expectations, and foster intimacy. The spontaneous and visual nature of podcasts allows for rich, real-time examples of code-switching that are shaped by bilingual competence and communicative intention.

In this context, Raymond Chin's podcast titled "Indonesian Schools Are Broken, This Is the Radical Fix" is a compelling case study. As a bilingual content creator, Raymond Chin's podcast provides real-world examples of multilingual practices in public discourse. His frequent use of both English and Indonesian in the same utterance illustrates how speakers manage social connections, the formality of topics, and emotional tones in a highly accessible media format. This research draws on these theories to explore the patterns, functions, and communicative impact of code-switching in current media content.

Method

This study employed a qualitative method with a content analysis approach to investigate the patterns, functions, and impacts of code-switching in naturally occurring bilingual discourse. Content analysis is a systematic technique used to interpret and classify meaningful patterns from textual or multimedia communication (Krippendorff, 2019). It is especially suited to explore language practices in real-life contexts, such as podcasts, where speakers unconsciously alternate between languages. The aim of this method is not only to document language alternation but also to understand the communicative purposes and social meanings behind these practices.



The data in this study consisted of spoken utterances involving code-switching between Indonesian and English, found in a selected video podcast titled “*Indonesian Schools Are Broken, This is the Radical Fix*”. The podcast, released on April 12, 2025, features Raymond Chin and a guest discussing the education system in Indonesia. The main data source was the video itself and its verbatim transcription, which provided a detailed record of all bilingual utterances relevant to the research.

Documentation was employed as the primary data collection technique. In this process, the researcher acted as the main instrument by observing, listening, and transcribing the selected podcast episode. All utterances containing code-switching were transcribed manually, noting speaker identity and timestamps to maintain data integrity. The researcher also conducted library research to consult relevant theoretical frameworks, particularly those of Poplack (1980), Hoffmann (2014), and Das (2012), which guided the identification and classification of code-switching instances.

Findings and Discussion

After analyzing the podcast “*Indonesian Schools Are Broken, This Is the Radical Fix*”, it was found that the speakers used several patterns of code-switching. These patterns reflect their proficiency in both languages and their ability to switch between them smoothly throughout the conversation. Among these, intra-sentential code-switching appeared most frequently, in which Indonesian and English are combined within a single sentence. The following example demonstrates how this switching occurs naturally in unscripted dialogue.

Patterns Of Code Switching

Intra-Sentential Code-Switching Pattern

Utterance: “*Hari ini gue kedatangan orang yang bilang pengen ngubah seluruh sistem edukasi di seluruh dunia dan punya statement yang lumayan unik, yaitu one day semua universitas di seluruh dunia, either they become non-existent atau mereka harus berubah drastis banget karena cara kita belajar selama ini tuh bisa dibilang agak sucks.*” (00:11)

“Today I’m joined by someone who says he wants to change the entire global education system and has quite a bold statement that one day, all universities around the world will either cease to exist or have to drastically transform, because the way we’ve been learning so far is, frankly, kind of sucks.”

Analysis:

Raymond shows intra-sentential code-switching by blending Indonesian and English within a single, uninterrupted sentence. The utterance flows



naturally between both languages, such as “one day,” “either they become non-existent,” and “sucks” embedded within predominantly Indonesian discourse. This smooth alternation of linguistic elements within one sentence reflects a cohesive bilingual structure typical of intra-sentential code-switching.

Inter-Sentential Code-Switching Pattern

Utterance: “*Yeah, collaborated. Most of the TETR students know from the NAS’s Daily and I’m NAS’s Daily viewer since a long time ago. Dan selama masa apply sebenarnya aku tuh belum lulus dari SMA.*” (20:23)

“Yeah, we collaborated. Most of the TETR students know about it from NAS Daily, and I’ve been a NAS Daily viewer for a long time. And actually, during the application period, I hadn’t even graduated from high school yet.”

Analysis:

This utterance shows inter-sentential code switching, where the speaker switches between two complete sentences in different languages. The first part, “Yeah, collaborated. Most of the TETR students know from the NAS’s Daily and I’m NAS’s Daily viewer since a long time ago,” is in English, while the second part, “Dan selama masa apply sebenarnya aku tuh belum lulus dari SMA,” is in Indonesian. The language switch happens at a clear sentence boundary, showing a distinct shift in language without mixing them in the same sentence. This pattern reflects the typical structure of inter-sentential code switching.

Tag Switching

Utterance: “*Right, jadi buat temen-temen, itu perbedaannya.*” (56:01)
 “Right, so for you guys, that’s the difference.”

Analysis:

In the sentence “Right, jadi buat temen-temen, itu perbedaannya,” there is a brief language shift from English to Indonesian, marked by the use of the English discourse marker “Right” at the beginning of an otherwise Indonesian sentence. This is an example of tag code switching, where a short element from another language, typically a word or phrase like an interjection or sentence connector is inserted. The use of “Right” functions as a conversational marker and reflects the typical pattern of extra/tag-sentential code switching.

Table 1 The Dominant Percentage of Code-Switching Pattern in Raymond's Video

No	Patterns of Code Switching	Data	Percentage
1.	Intra-sentential code switching	23	79.3%



2.	Inter-sentential code switching	4	13.8%
3.	Tag-switching	2	6.9%
All the Data		29	100%

Based on the analysis of the podcast, the most common type of code-switching is intra-sentential, found in 23 out of 29 data (79.3%), showing frequent language mixing within single sentences. Inter-sentential switching appears in 4 data (13.8%), while tag switching is the least common, with only 2 data (6.9%). This suggests that most language switching in the podcast happens within sentences rather than between them or through short tags.

The Function of Code Switching

Showing Social Identity

Utterance: *“Actually, because it's a social business school, we also use a problem-solving method for students, and we also use the feel, imagine, do, and share method to learn, and it's 70% project and 30% academic. Dan selama aku belajar di pesantren, aku tuh udah bingung mau masuk kampus mana yang benar-benar cocok di Indonesia. Dan gak ada yang cocok sama aku.”* (21:12)

“Actually, because it's a social business school, we also use a problem-solving method for students, and we also apply the 'feel, imagine, do, and share' method for learning. It's 70% project-based and 30% academic. And while I was studying at the pesantren, I was already confused about which university in Indonesia would truly be the right fit for me. And none of them really suited me.”

Analysis:

This utterance shows code-switching for expressing social identity. The speaker uses English to describe a modern, international learning method, which reflects a global academic identity. Then he switches to Indonesian to talk about his personal experience at a pesantren (Islamic boarding school), showing his cultural background. This language shift highlights his position between two worlds global and local and helps him express both sides of his identity naturally in one conversation.

Vocabulary Limitation

Utterance: *“We need 11% to be able to Negara Maju.”* (40:51)
“We need 11% to be able to developed country.”

Analysis:

The speaker uses english for most of the sentence “We need 11% to be able to...” but switches to indonesian with “Negara Maju” likely because they couldn't recall or preferred not to use the english term “developed



country.” This switch helps keep the sentence flowing smoothly by using a familiar phrase when the English equivalent isn’t easily accessed.

Adjustment Context

Utterance: “*Dagang is selling stuff for the sake of living.*” (41:09)
 “Trade is selling stuff for the sake of living.”

Analysis:

This utterance is an example of context adjustment in code-switching. The speaker uses the Indonesian word “Dagang” and immediately explains it in English as “selling stuff for the sake of living.” This helps listeners who may not understand the Indonesian term. By switching languages, the speaker makes the message clearer and more accessible to a bilingual audience.

Language Style

Utterance: “*But, let’s say, gini. This is early, right?*” (23:58)
 “But let’s say, like this. This is early, right?”

Analysis:

This utterance reflects language Style because the speaker mixes English and Indonesian to create a relaxed and conversational tone. Phrases like “But, let’s say” and “This is early, right?” show a casual English style, while “gini” adds a local, familiar feel. The code-switching here is used to sound more natural and relatable, which is common in informal bilingual conversations.

Expressing Emotion

Utterance: “*We’re introducing, uh, lupa, siapa namanya, bro?*” (18:29)
 “We’re introducing, uh... I forgot, what’s his name again, bro?”

Analysis:

This sentence is an example of expressing emotion. The speaker starts in English with “We’re introducing, uh...” but then suddenly switches to Indonesian with “lupa, siapa namanya, bro?” when he forgets the guest’s name. This quick switch shows a natural reaction of nervousness or awkwardness. The use of Indonesian here makes the moment feel more honest and relatable, showing how code-switching can express real emotions in casual conversation.

Table 2 The Dominant Percentage of Code-Switching Function in Raymond's Video

No	Function of Code Switching	Data	Percentage
1.	Showing Social Identity	10	34.5%
2.	Vocabulary Limitation	8	27.6%



3.	Adjustment Context	6	20.7%
4.	Language Style	3	10.3%
5.	Expressing Emotion	2	6.9%
All the Data		29	100%

Based on the analysis of the podcast, the most frequent function of code-switching is to show social identity, found in 10 out of 29 data (34.5%), indicating that speakers often switch languages to express group belonging or cultural identity. Vocabulary limitation appears in 8 data (27.6%), suggesting that code-switching also helps compensate for gaps in lexical knowledge. Adjustment to context occurs in 6 data (20.7%), while creating a certain impression or using a particular language style is found in 3 data (10.4%). The least common function is expressing emotion, which appears in only 2 data (6.9%). These findings suggest that code-switching in the podcast is primarily used for social expression and practical communication needs.

The Impact of Code Switching
Express Multilingual Identity

Utterance: “*Yeah, InshaAllah I will.*” (01:04:07)
 “Yeah, God willing, I will.”

Analysis:

This utterance is classified expressing multilingual identity, as it blends English with an Arabic phrase commonly used in Indonesian-Muslim contexts. The use of “InshaAllah” alongside the English phrase “Yeah, I will” reflects the speaker’s cultural and religious background while still engaging in a broader English-speaking context. By incorporating InshaAllah, the speaker subtly asserts a multilingual and multicultural identity, showing that their linguistic expression is influenced by both global (English) and local (Islamic/Indonesian) values. This kind of code-switching allows the speaker to maintain authenticity while participating in international or bilingual discourse.

Maintain Relevance and Clarity

Utterance: “*It’s in our undang-undang.*” (04:47)
 “It’s in our constitution/statute.”

Analysis:

This sentence reflects the impact of code-switching in maintaining relevance and clarity. The speaker uses the English phrase “It’s in our...” followed by the Indonesian term “undang-undang”, which refers to national laws. Keeping this key term in Indonesian ensures the meaning stays accurate and culturally specific. The switch helps the speaker be clear and precise without losing the legal context of the message.



Support Communication Fluency

Utterance: *”Dan selama masa apply sebenarnya aku tuh belum lulus dari SMA.”* (20:32)

“And during the application period, I actually hadn’t graduated from high school yet.”

Analysis:

This sentence is categorized under the impact of code-switching in support communication fluency because the speaker uses code-switching to maintain the natural flow of the conversation. The phrase “masa apply” blends Indonesian with the English word “apply”, which is commonly used in academic or professional contexts. Instead of searching for a formal or less familiar Indonesian equivalent, the speaker chooses the English term to express the idea quickly and clearly. This helps avoid pauses or confusion, allowing the message to be delivered smoothly. By switching languages where it feels most efficient, the speaker enhances fluency and keeps the conversation relatable and easy to follow.

Enhance Audience Engagement

Utterance: *”So Genesis is like Kitab Kejadian, kan.”* (01:02:42)

”So Genesis is like Kitab Kejadian, right.”

Analysis:

This sentence illustrates the impact of code-switching in enhancing audience engagement. The speaker explains the English term “Genesis” using the Indonesian equivalent “Kitab Kejadian”, followed by the tag “kan”, a common Indonesian discourse marker used to confirm understanding. This switch makes the message clearer and more relatable for bilingual listeners, helping the speaker connect with the audience in a natural and culturally familiar way.

Table 3 The Dominant Percentage of Code-Switching Impact in Raymond's Video

No	Impacts of Code Switching	Data	Percentage
1.	Express Multilingual Identity	11	38%
2.	Maintain Relevance & Clarity	8	27.6%
3.	Support Communication Fluency	5	17.2%
4.	Enhance Audience Engagement	5	17.2%
All the Data		29	100%

Based on the data obtained from the analysis of the “Indonesian Schools Are Broken, This is the Radical Fix” podcast, it can be concluded that the most dominant impact of code switching is to express multilingual identity, which appears in 37.9% of the data. This indicates that speakers frequently use language alternation as a way to reflect their cultural and linguistic backgrounds. The next most common impact is maintaining relevance and clarity, with 27.6%, showing that code switching is also used to aid understanding and ensure effective communication. Additionally,



supporting communication fluency and enhancing audience engagement each account for approximately 17% of the data. These findings suggest that code switching in the podcast serves multiple communicative purposes, with identity expression being the most prominent function, aligning with the view that language choice carries deep social and cultural significance as proposed by Das (2012).

The podcast “Indonesian Schools Are Broken, This Is the Radical Fix” showcases the speakers’ strong command of both Indonesian and English, with intra-sentential switching standing out as the most prominent feature. Following Poplack’s (1980) perspective, this form of switching reflects a high level of bilingual proficiency and, in this case, is used intentionally as a way to make ideas clearer, create a comfortable conversational flow, and keep the audience engaged. The presence of a native English guest and an Indonesian student studying overseas naturally creates a setting where alternating between languages feels effortless, particularly when discussing comparisons between global and local education systems. This supports Bullock and Toribio’s (2020) view that code-switching often helps speakers fill lexical gaps and maintain communication fluidity.

In line with Alabdali (2022) and Zhou (2020), the speakers tend to use Indonesian to connect with local culture and English for more formal or globally oriented topics, while casual switches add a sense of authenticity, as noted by Temple (2025). These observations resonate with the findings of Guntala (2021), Devita (2024), and Maghfirah (2023), which show that intra-sentential switching is effective for clarifying meaning, sustaining the conversation, and promoting inclusivity. Similar patterns are also seen in the works of Medina (2024) and Anjarsari (2024), where switching serves to engage a broader and more diverse audience. As García and Li Wei (2022) highlight, code-switching in digital media is more than just alternating languages, it is also a way of shaping identity, staying relevant, and bridging cultural perspectives, all of which are evident in this study.

Conclusion

The study of code-switching in Raymond Chin’s podcast “Indonesian Schools Are Broken, This is the Radical Fix” shows that the shifts between Indonesian and English are deliberate and shaped by the context of the conversation. Intra-sentential switching appeared most frequently, reflecting the speaker’s ability to combine the two languages smoothly, especially when interacting with guests from different linguistic backgrounds. Such language alternation often served to make ideas clearer, adapt to the needs of various listeners, and keep the flow of the discussion natural.

The results also suggest that code-switching here goes beyond sentence structure and plays an important role in communication and social interaction. Switching languages was a way to express identity, connect



different cultural perspectives, and involve the audience in topics that moved between local and global contexts. Indonesian often carried a sense of familiarity and closeness, while English was used for more global or academic points. This blending of languages helped maintain audience interest while adding authenticity and relatability to the conversation.

In conclusion, the findings highlight code-switching as an active communication strategy in digital media. It is not a sign of limited language ability, but rather a way to express layered identities, build cross-cultural understanding, and engage listeners. This research adds to the growing discussion on bilingual communication in public discourse and shows how podcasts can be valuable for studying real-life language use in today's multilingual environment.

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