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Student Attitudes Toward Code-Switching in Higher Education: Benefits, Concerns, and Pedagogical Considerations

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ABSTRACT

The present study investigates college students' attitudes toward code-switching—the alternation between two or more languages within a single interaction—commonly observed among bilingual and multilingual learners. The research examines how students perceive the use of their first language (L1) and second language (L2) in the classroom, particularly in relation to comprehension, participation, and academic performance. Using a mixed-methods approach involving surveys and semi-structured interviews, the study found that most students view code-switching as a supportive learning strategy that facilitates the explanation of complex concepts, enhances understanding, and enables clearer self-expression. Nonetheless, a subset of students expressed concern that frequent reliance on L1 may appear unprofessional or impede the development of L2 proficiency. The findings suggest that instructors should encourage balanced and purposeful code-switching, foster an inclusive and linguistically supportive environment, and provide additional academic resources for multilingual learners. Future research should investigate code-switching across diverse academic disciplines and explore its long-term impact on language development and academic achievement.

Keywords: code-switching; multilingual learners; student attitudes; classroom language practices; second language learning (L2); higher education

INTRODUCTION

Code-switching is the practice of alternating between two or more languages or dialects in conversation and it is a common phenomenon in multilingual societies (Gumperz, 1982). In a college settings, where students often come from diverse and different linguistic backgrounds, code-switching can play an important role in communication. Most the students often switch between their first language (L1) and the second language (L2) in both formal and informal interactions, including in academic settings.

Code-switching is a common phenomenon. The practice of code-switching is a natural, strategic behavior to facilitate understanding, express identity, and manage different social contexts (Gardner-Chloros, 2009). However, there are different opinions regarding its use in educational contexts. Some researchers argue that code-switching can aid in comprehension, while others suggest it might hinder full immersion in the target language (Cook, 2001). As college classrooms become very different, understanding student's attitudes towards code-switching is crucial for creating an inclusive learning environment that balances language use and academic expectations. Code-switching is beneficial but sometimes it gives a worse result in academic setting. The current study explores how college students perceive code-switching in their classrooms, particularly in terms of its role in learning and communication (academic setting).

Statement of the Problem

To know about the code-switching among college students of Government Degree College Takht e Nasrati, Karak, little is known about how students themselves notice its role in the classroom. Some students may feel that code-switching enhances their learning experience, while others may see it as a sign of inadequacy or a barrier to mastering a second language. Understanding these attitudes can help educators/teachers develop strategies for incorporating code-switching in a way that supports both linguistic and academic development. The ongoing work seeks to address the gap in research by focusing on college, GDC Takht e Nasrati, student's perceptions of code-switching and how these attitudes influence their learning experiences in the classroom.

Research Questions

The current study will focus on the following research questions:

1. What are college student's attitudes towards code-switching in the classroom?
2. How do students perceive the use of code-switching in academic settings?
3. What factors influence student's attitudes towards code-switching (e.g., language background, academic major, peer influence)?
4. How do students think code-switching affects their learning and communication with teachers and classmates?

Objectives of the Study

The main objectives of the ongoing study are:

1. To investigate college student's attitudes towards code-switching in the classroom.
2. To identify factors that influence these attitudes, such as language background, cultural identity, and academic discipline.
3. To examine how students perceive the impact of code-switching on their academic performance and classroom interactions.
4. To provide recommendations for teachers on how to effectively use code-switching in language teaching without compromising language acquisition.

Significance of the Study

The significance of the present study lies in its potential to inform educational practices in multilingual and multicultural classrooms. By understanding student's attitudes towards code-switching, educators/tutors can

better manage classroom dynamics and support student's language learning in ways that are both effective and culturally sensitive. Furthermore, the present research study can contribute to the broader field of sociolinguistics by adding to the body of knowledge on code-switching in educational settings, particularly at the college level i.e. GDC Takht e Nasrati, Karak.

Scope and Limitations

In this article, researcher has focused on college students in a multilingual environment, with a sample of students from various disciplines/departments. It will not investigate the specific linguistic structures of code-switching or focus on teacher's attitudes towards code-switching. Additionally, the study is limited to one college, which may affect the generalizability of the findings to other educational settings. The study also primarily focuses on student's perceptions, without exploring other factors such as language proficiency levels in detail.

LITERATURE REVIEW

Code-switching is when people switch between two or more languages or dialects during conversation. This can happen within a sentence, across sentences, or even between conversations (Poplack, 1980). In many multilingual communities, people who speak more than one language might use code-switching naturally, without thinking much about it. For example, a student might speak in English in class but switch to their first language (L1) when talking to a friend outside class. Code-switching helps people communicate more easily, express emotions, or clarify things that may be hard to explain in one language. So, there they use L1 to express their thoughts, ideas, and emotions for explanation.

In a college classroom, like at GDC Takht e Nasrati, Karak, code-switching can occur when students who are bilingual or multilingual switch between their L1 and a second language (L2), especially when they find it difficult to understand a concept in the second language (Gardner-Chloros, 2009). This is common in bilingual students who are still learning a second language. They may switch to their first language for better understanding or to express themselves more comfortably.

While some people see code-switching as a sign of limited language skills, others believe it is a natural part of being bilingual. In fact, some scholars argue that code-switching should be viewed as a skill rather than a problem because it can reflect a person's linguistic flexibility and adaptability (Auer, 1995). In multilingual environments, like many college classrooms, it can help bridge communication gaps and make learning easier.

Attitudes toward Code-Switching

People's attitudes toward code-switching can vary greatly. In some communities, switching between languages is seen as an everyday and positive thing. Bilingual people often use code-switching to express complex ideas, convey emotions, or make jokes that may not translate well into one language (Gardner-Chloros, 2009). However, in formal educational settings like college classrooms, attitudes toward code-switching are more complex. Some students may feel that using more than one language in the classroom shows a lack of mastery over the second language, feels inferior, while others may see it as a helpful communication tool that enhances learning. But sometimes it depends on the interests of the students in language learning. Those will find success who try hard to achieve their goal.

For example, research by Wei (2007) showed that some bilingual students believe code-switching is essential for learning, as it helps them understand new concepts more clearly. These students use code-switching to express ideas in a way that feels natural to them, making learning less stressful. On the other hand, some students may view code-switching as an obstacle to mastering the second language. Both have opposite opinions in this case. It depends on location, teacher's staff, opportunities and tools. According to Macaro (2005), students with higher language proficiency are less likely to switch languages, while lower-proficiency students may rely on it more often to understand academic material.

In the classroom, student's views on code-switching can be influenced by their personal experiences and the specific context in which they are using it. For example, a student who grew up using their first language at home may see code-switching as a useful skill, while another student who only uses the second language in academic settings may feel that switching to their first language is a sign of weakness or a lack of confidence in the second language (Cook, 2001).

Code-Switching in Educational Contexts

The role of code-switching in educational contexts has been debated for many years. Some educators/teachers/tutors believe that code-switching is a useful and good strategy for language learners. In a multilingual classroom, students may use their first language (L1) to better understand academic concepts, especially when the second language is not fully developed (Turnbull & Dailey-O'Cain, 2009). For teachers, code-switching as a useful tool to explain complex terms, clarify instructions, and make sure that all students understand the materials. This method of teaching can be particularly helpful for students who may not yet be comfortable with the second language (L2) but are still trying to engage in the classroom activities.

For example, in a bilingual classroom, a teacher might explain a uncommon idea in English and then shortly switch to the student's first language (L1) to ensure everyone understands. This helps students feel more comfortable and reduces frustration and anxiety, especially when learning difficult subjects. It can be their own subject too. Research by Turnbull and Dailey-O'Cain (2009) suggests that the benefit students from hearing information in L1 and L2 languages, which allows them to build on what they already know and make connections between these two languages.

On the other hand, some scholars argue that code-switching can be a way of resistance to the second language learning (Krashen, 1981). The concept here is that students might become too dependent on their first language and not fully engage with the second language. If a teacher gives permission to his/her students to speak or to use their first language too much in the classroom, then they might not practice speaking, listening, or thinking in the second language, will lead students too far from their destination, which could affect their second language development.

Encouraging students for full use of the second language may limit code-switching in the classroom, believing that it will push students to depend more on the target language. This approach can be effective for students who are ready to use the second language in all contexts, but for beginners, it can create anxiety or confusion (Macaro, 2009). In some cases, a balance between the two approaches—using code-switching when necessary but encouraging second language use—is seen as the best strategy for supporting language learners.

Factors Influencing Attitudes Towards Code-Switching

There are many factors that influence how college students feel about code-switching, and these factors can shape their attitudes both positively and negatively.

One of the main factors is the student's language background. For students who grew up in bilingual or multilingual households, code-switching might feel completely natural and part of everyday communication. They may see it as a primary and helpful tool for learning and may not feel necessitate to avoid code-switching between languages in the classroom. On the other hand, students who are more reliable in a single language might view code-switching as unnecessary or even unprofessional in academic settings (Garcia, 2009).

Cultural identity, also, has a big role in shaping student's attitudes. Students who strongly identify with their first language and culture may be more likely to use code-switching in a way that reflects their cultural heritage. It means that cultures also influence the language of people over there. They think, they can express themselves in that way more authentically and comfortably (Auer, 1995). On other hand, students who feel that their second language plays an important role keeping their identities may avoid code-switching because they feel it is important to use the second language exclusively in academic settings.

Peer influence can also affect student's views. If students see their classmates that are frequently switching their languages, they may feel more comfortable doing so themselves and may feel shy while using code-switching in front of them. In contrast, if code-switching is discouraged or frowned upon in their peer group, students may avoid it in order to fit in the peer group or avoid being judged by them.

Lastly, the academic discipline that students are studying can influence their attitudes toward code-switching. For example, those students who are studying literature or language-related subjects might feel that it is more important to avoid code-switching in order to engage totally with the second language. However, students in more technical or practical fields might feel that code-switching is acceptable- good phenomenon, and even becomes a helpful tool for explaining complicated concepts (Macaro, 2005).

METHODOLOGY**Research Design**

The study in the present work uses a quantitative research design, which is based on collecting and analyzing numerical data (in numbers) to understand student's attitudes towards code-switching in the academic classrooms. Quantitative methods are useful for examining patterns and drawing conclusions so that a researcher can put this data for a larger number of population. In the following study, survey is the primary and common method of data collection. Surveys are good methods for collecting data from a large number of students and are particularly helpful for collecting information on attitudes and opinions.

The aim of the ongoing study is to identify how students from various academic disciplines/departments perceive the use of code-switching in their college classrooms. It confirms to understand their attitudes toward code-switching as a learning tool and how their personal experiences, language backgrounds, and academic goals might influence their views.

Participants

In the current study, the participants are college students. A researcher selected total number of 150 students to participate in the survey. These students belong to different academic disciplines/department, such as humanities, sciences, and social sciences, to reflect the diversity of the college population i.e. GDC Takht e Nasrati, Karak. The students also have difference in their language backgrounds, with some being bilingual or multilingual and others being monolingual English speakers.

The participants got selected through convenience sampling, meaning that students who are ready, easily available, and willing to participate are called to take part in this survey. While convenience sampling may not provide a random sample, a practical method for easy access to a large number of students in a short period of time because a researcher have limited time and resources.

Data Collection Methods

Structured survey is a primary method for data collection, so as a researcher, I take structured survey to proceed this research study. This survey contains both types of questions i.e. closed-ended and open-ended. In closed-ended questions, students will rate their attitudes toward code-switching using a Likert scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree). Through these questions, a researcher can easily find out the student's attitudes towards the use of code-switching in the classroom.

On the other hand, open-ended questions allow students to provide more detailed feedbacks about their experiences and perceptions of code-switching. It is a helpful tool for students to share their thoughts and opinions. For instance, one open-ended question might be like this, "Please, describe a situation from your personal experience in which you found code-switching helpful or unhelpful in the classroom?"

The survey administers online to ensure it is accessible to a wide range of students. The online format also makes it easier for students to complete the survey at their convenience.

Data Analysis

Once the data is collected, it analyzes using descriptive statistics to summarize the responses. Descriptive statistics will include frequency counts, percentages, and measures of central tendency (mean, median, and mode) to understand the general patterns in student's attitudes toward code-switching.

For the closed-ended questions, statistical software such as SPSS (Statistical Package for the Social Sciences) uses to calculate the frequencies and percentages of responses for each question. This provides an overview of the student's attitudes based on their ratings.

For the open-ended questions, the responses analyze using thematic analysis. Thematic analysis involves identifying recurring themes or patterns in the responses and categorizing them into meaningful groups. This helps identify common reasons why students might view code-switching positively or negatively and provide deeper insight into their experiences.

Limitations of the Study

While this study aims to gather useful insights, there are several limitations that should be acknowledged:

1. Sampling Bias: Since convenience sampling is used, the sample may not fully represent the entire student population. Students who are most available or willing to participate may not reflect the views of students who are less inclined to engage in research studies.
2. Self-Reported Data: The survey relies on self-reported data, which means that participants may not always provide completely accurate or honest answers. For instance, students may report socially desirable responses, especially if they believe there is a “correct” way to answer questions about language use.
3. Contextual Factors: The main focus of the study should be a college, i.e. GDC Takht e Nasrati, Karak. So the findings may not be generalizable to all colleges or universities, especially those with different linguistic or cultural profiles.

In the current section, the methodology for this study was outlined. The research uses a quantitative design with a survey as the primary data collection method. The survey targets 150 college students from diverse academic disciplines and language backgrounds, and data is being analyzed using descriptive statistics and thematic analysis. Ethical guidelines should be followed to ensure participant’s privacy and voluntary participation. While the study has limitations, such as sampling bias and the use of self-reported data, it provides valuable insights into college student’s attitudes toward code-switching in the classroom.

RESULTS AND DISCUSSION

The following section presents the results of the study and discusses their meaning in relation to the research questions. The data was gathered through an online survey, which was completed by 150 college students. The purpose of the survey was to understand the student’s attitudes towards code-switching in their academic classrooms.

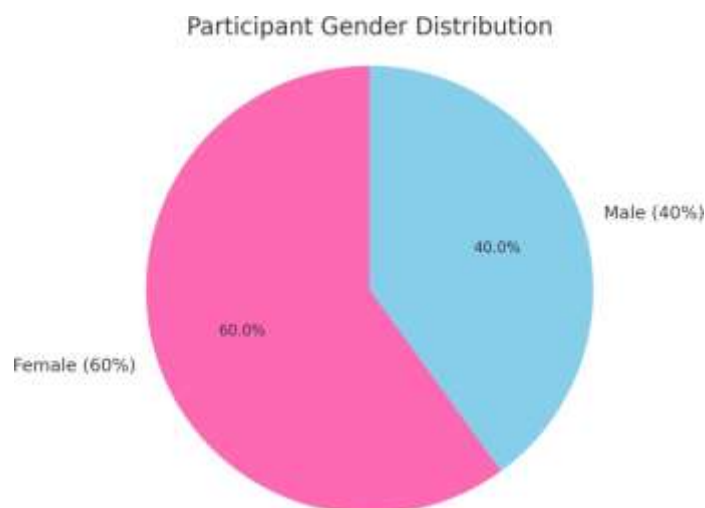
Analysis and Results

Demographic Information

A total of 150 college students participated in the online survey. The participants were diverse in terms of gender, academic background, and language proficiency. The demographic information of the participants is as follows:

Gender Distribution: 60% Female, 40% Male.

Figure 01

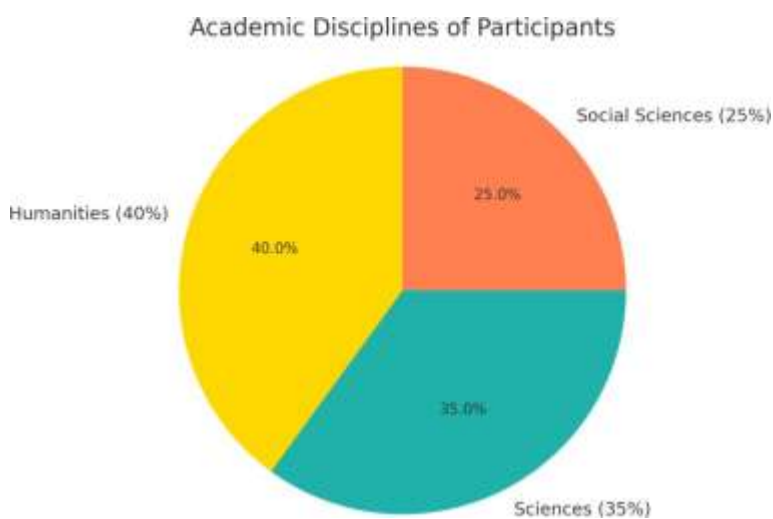


The above data shows that female students made up the majority of respondents. This could suggest a higher level of interest or engagement with the topic of language learning and code-switching among female students.

Academic Disciplines: The participants were from various academic disciplines/departments, with the largest groups being from the humanities (40%), followed by the sciences (35%), and social sciences (25%).

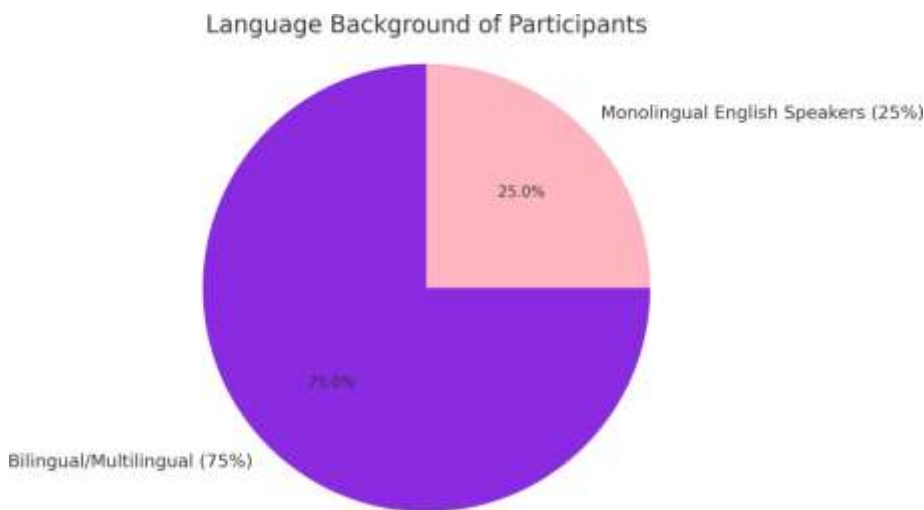
Academic Disciplines: 40% Humanities, 35% Sciences, 25% Social Sciences.

Figure 02



The largest group of participants were from humanities disciplines, which may explain a relatively higher awareness or experience of code-switching, as these students may engage more with language-related content. Language Background: 75% of the participants were bilingual or multilingual, while 25% were monolingual Pashto speakers.

Figure 03



The visual representation of data in the above pie chart demonstrate the fact that a significant majority of students were bilingual or multilingual, providing a strong basis for exploring code-switching behavior and its emotional and cognitive relevance.

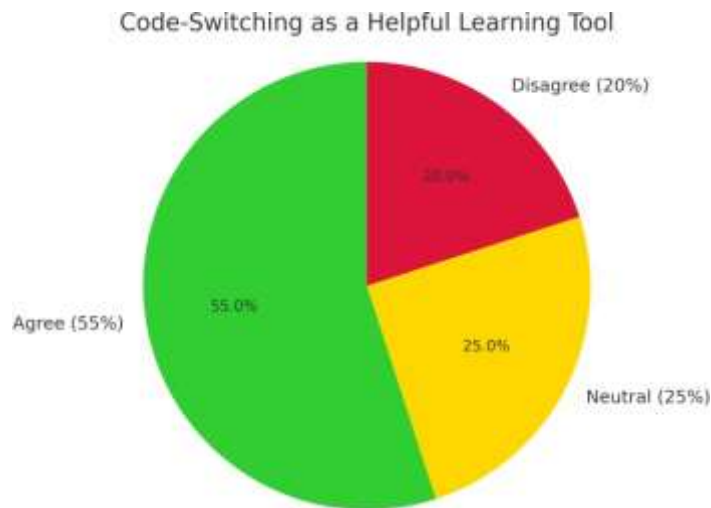
Student's Attitudes Towards Code-Switching

The results of the closed-ended survey questions showed the following attitudes towards code-switching:

Code-Switching as a Helpful Learning Tool

A significant number of participants i.e. 55% of students agreed that code-switching helped them understand difficult academic concepts. Whereas one-fourth of the total participants i.e. 25% of the total students were neutral about code-switching's usefulness. Also one-fifth i.e. 20% of students showed a significant deviation or aberrant behavior compared to the vast majority as they disagreed and believed that code-switching made learning more difficult.

Figure 04

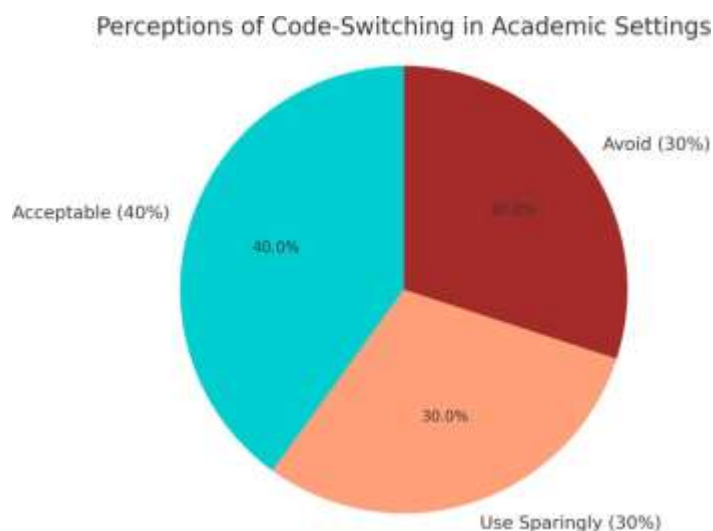


The visual distribution of data shows that more than half of the students find code-switching helpful for understanding difficult concepts. This, in fact, suggests that multilingual students may use their first language strategically to scaffold understanding in the academic context.

Perceptions of Code-Switching in Academic Settings

It is worth noting that a significant number of participants of the selected sample population i.e. 40% of students felt that code-switching was acceptable in the classroom, especially when they had trouble understanding certain terms. Similarly, 30% of the participants thought that code-switching should be used only sparingly and when necessary. However, the remaining 30% showed a radically different opinion from the rest of the 70% as they believed that code-switching should be avoided in academic settings to maintain full use of the second language.

Figure 05

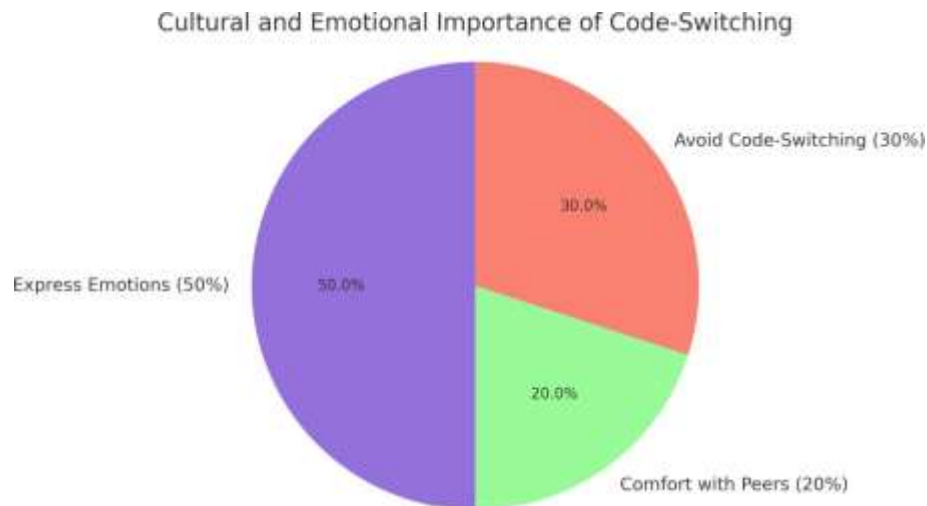


The data distribution in the above pie chart reflect the perception and opinions of different participants concerning code-switching. It demonstrates the fact that opinions were mixed regarding the acceptability of code-switching. While 40% found it acceptable when needed, a substantial percentage preferred restricting or avoiding it. This indicates a tension between practical learning needs and formal language expectations in academic settings.

Cultural and Emotional Importance of Code-Switching

Almost half of the participants, i.e. 50% of bilingual and multilingual students used code-switching to express emotions or ideas that were hard to explain in the second language. Of the remaining half, 20% of students felt more comfortable using code-switching with peers but not with instructors. However, 30% of students preferred not to code-switch at all and used only the second language in academic settings.

Figure 06



The data shown and represented in the above pie chart displays that half of the respondents find code-switching emotionally significant, particularly for expressing ideas that are hard to convey in a second language. This emphasizes the deep cultural and psychological dimensions of multilingual communication.

Open-Ended Responses

The open-ended questions gave deeper insight into student's views on code-switching. Common themes emerged from the responses:

Code-Switching as a Communication Tool

Many students (especially bilinguals) mentioned that code-switching helped them explain complex ideas and feel more comfortable. Especially in the academic classrooms. For example, one student stated, "When I don't understand something in English, I switch to my first language to make sense of it. It becomes easier to understand." From this statement a conclusion occur that code-switching has a vital cognitive role in comprehension, especially when second language proficiency is limited. Instead of its harmful impact on students, this practice function as a basic learning phenomenon especially in multilingual classroom.

Peer Influence

Many students stated that they followed their friends who often used code-switching in their friends circle. It means that now they are being addicted to the code-switching. Now, mostly, in informal sittings they use both of the languages. Where they feel free, for instance, in their friends group where they do not feel shy. They can speak everything in their friends circle. One student said, "I feel good and easier to talk to my friends in both languages because he understands me well." This shows that peer-to-peer code-switching fosters inclusivity and comfort, creating a safe linguistic space outside formal instruction, also an easier way to learn a language. Practices like that, while informal, highlight the importance of social bonding and linguistic identity. In this type of practice, a student can easily pick a language and learn it faster than in an academic or informal sittings.

Concerns about Academic Expectations

Students have different opinions about code-switching. Some of them felt that using code-switching everywhere might be seen as unprofessional or a sign of weakness in their second language skills. Students may feel inferior while using their first language (L1) inside the classroom. One student shared, a case of inferiority, “I try not to use my first language in class because I think it makes me look less fluent in English.” Most of the students hesitate to express themselves about code-switching in academic settings due to perceived stigma. One participant added, “I do not try to use my first language in class because I think it is not the way that makes me well and fluent in English.” This shows an internalized pressure to conform to monolingual academic norms, which can inhibit authentic participation. It also highlights the need for more inclusive language policies that validate multilingual identities.

Discussion

Code-Switching as a Helpful Learning Tool

The conclusion from this survey shows that many students (55%) find code-switching helpful in understanding difficult academic material- In fact, in some cases it is unhelpful too. They think that code-switching is a useful tool for them. From this we can conclude that code-switching can be a useful and good strategy, especially when students faces complex topics/words in the second language. For some of them, switching to their first language results good and there it helps to clarify difficult terms or concepts, making them easier to understand. However, a very less number (20%) of students disagreed with the idea of code-switching as a helpful learning tool, possibly because they think that using their first language too much can resist their ability to fully immerse themselves in the second language. Code-switching, in this case, might be not a good and helpful idea in their concepts.

Emotional and Cultural Significance of Code-Switching

From the above result, it is concluded that many bilingual and multilingual students prefer code-switching for their expressions which they cannot tell or write in the second language directly. They find hard to communicate in second language. As from the above discussions, it is clear that language is not just a tool for learning, but also a means of connecting emotionally and culturally. For instance, when students do not capture the meaning of a word in second language, then they turn back to their first language so that they acknowledge the full meaning of that word clearly. This is the reason that why students prefer code-switching. Sometimes words do not fulfill the needs of speakers in the second language then they turn back to their first language to express themselves better. When they do not get the meaning, they use first language as a solution.

Peer Influence and Social Context

As natural, when peers talk in first language, students also prefer to use first language too, because they feel comfortable to talk in the same language. This highlights the social nature of language use. Students tend to code-switch more in informal settings with people they know well, rather than in formal academic settings where they might feel the need to stick to the second language. The previous study suggests that code-switching can be a way for students to strengthen social bonds and share common cultural experiences with their peers.

Concerns about Academic Standards

A significant portion of students (30%) expressed concerns that using code-switching in class might be seen as unprofessional or as a sign of not being fully fluent in the second language. This suggests that students are aware of academic expectations and may fear judgment from their peers or instructors, even though, they know most of the things but they fear from being judged by the surroundings. Students who are not confident in their second language might feel that code-switching makes them appear less competent in the target language, which could affect their academic self-image. It happened when other people expect more but you know less or feel shy to speak confidently.

Summary of Findings

The study found that students have varied attitudes towards code-switching in the classroom. While many students view code-switching as a helpful tool for understanding complex material, others believe it should be used sparingly or avoided altogether in academic settings. The emotional and cultural importance of code-switching also emerged as a key theme, with many bilingual students using it to express themselves more fully. Peer influence played a role in student's use of code-switching, with students feeling more comfortable using it in informal settings with friends. Lastly, concerns about academic professionalism led some students to avoid code-switching in front of instructors/faculty members or in formal academic contexts.

CONCLUSION AND RECOMMENDATIONS

The above section provides suggestions based on the results of the ongoing study on college student's attitudes toward code-switching in academic settings. The main goal of the study was to find out how students feel about switching between languages in their college classrooms. In this chapter, researcher gives practical recommendations for teachers, students, and ideas for future research. Researcher also summarizes the key points from the study.

To conclude, the previous study showed that college students have different opinions about using code-switching in academic settings. Many students find code-switching useful for understanding difficult material and expressing themselves, especially when they need to explain complex ideas (Macaro, 2005). However, some students also worry that code-switching might make them seem less professional or less fluent in their second language (Poplack, 1980). The study highlights that teachers can play a big role in helping students feel more comfortable using their first language to support their learning. It is important to create a classroom environment where they can use both languages without fear of judgment or they can make informal sittings where students feel free to speak and not feel shy or something else. In the future, more research can be made to help us understand how code-switching affects student's learning in different subjects, disciplines, places and how it can be used more effectively in daily life especially in education.

Recommendations

Teachers Should Allow Code-Switching in the Classroom

From the conclusion of the previous study, many students stated that using their first language helps them to understand difficult concepts better (Gardner-Chloros, 2009; Macaro, 2005). It is common that teachers, by themselves, allow students to use their first language (L1) when they find something difficult to understand in

the second language. This can be a good way for students, not always but often, to clarify their thoughts and concept and capture it easily what they are learning. Teachers should encourage students to explain difficult words, concepts, or ideas in their first language first for the purpose of understanding and then try to explain them in the second language. This approach will be helpful for students to improve their skills in both languages (Turnbull & Dailey-O'Cain, 2009).

Create a Comfortable and Open Learning Environment

Students in this study felt that using their first language helped them express themselves better, especially when dealing with difficult emotions or concepts (Gumperz, 1982; Wei, 2007). Teachers should create an environment where students feel comfortable switching between languages when they need to. This way, students won't feel embarrassed or judged when they use their first language to explain something. Teachers should help students feel that using their first language is natural and not a sign that they are weak in the second language (Krashen, 1981). This could help reduce anxiety and improve student's learning experiences. It keeps students encouraged and helps them to grow their fluency in second language.

Provide More Help for Multilingual Students

Since many students, in this study, belong to different culture and society, they might be bilingual or multilingual, it would be helpful for colleges to offer more language support services. Extra help, such as language workshops, tutoring, and conversation practice groups, could make students feel more confident when speaking in the second language. By allowing students to use both languages in these settings, students can practice without worrying about making mistakes or being judged (Poplack, 1980). This extra support will help them perform better academically and feel more comfortable with their language skills. Soon they will be able to speak fluently in second language.

Encourage Students to Work Together in Groups

A lot of students said they felt more comfortable using code-switching with their friends or classmates (Wei, 2007). To support this, teachers can create group activities where students work together, like group discussions or peer reviews. These types of activities give students a safe space to use both languages without feeling like they need to speak in just one. By working together, students can communicate better and improve their language skills in a supportive setting (Gardner-Chloros, 2009).

Future Research on Code-Switching in Different Fields

Future studies should look at how code-switching works in different college subjects, like science, literature, or social studies. Research should explore whether students in different fields use code-switching differently and how it affects their learning. Additionally, future studies can investigate how code-switching helps or hurts student's long-term academic success and language improvement (Macaro, 2005). This could give more insight into how teachers can use code-switching effectively in the classroom.

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