Research and Practice of English Classroom Teaching in Applied Undergraduate Universities Based on Code-Switching Strategies

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Abstract: This paper explores the vital role of code-switching strategies in English language teaching within applied undergraduate universities, focusing on the context of an increasingly globalized world where proficiency in English has become essential for academic success and future employability. As globalization intensifies, the demand for skilled English speakers is growing, further amplifying the significance of effective English language education. In this landscape, code-switching—often perceived negatively in traditional linguistic frameworks—emerges as a powerful pedagogical tool that can promote comprehension, engagement, and overall proficiency among students. This study delves into the theoretical underpinnings of code-switching, examining its roots in sociolinguistics and its implications for language acquisition. Specifically, it highlights how strategic code-switching allows educators to bridge the gap between students' native languages and the target language, fostering a richer, more inclusive learning environment. Through an empirical of classroom practices, the paper captures diverse stakeholder responses, including students' perceptions of code-switching as a supportive mechanism in their learning process and educators' attitudes towards its integration into teaching methodologies. Furthermore, the study discusses the practical applications of code-switching strategies, offering insights into how educators can effectively implement these techniques to improve instructional effectiveness and student outcomes. The findings underscore the need for professional development programs that equip teachers with the skills to utilize code-switching strategically, thus paving the way for a more culturally responsive pedagogy. By addressing both theoretical and practical dimensions, this paper aims to enrich the understanding of code-switching in English language teaching and advocate for its recognized value as an essential component of modern pedagogical practices.

Keywords: Code-switching strategies; English language teaching; Globalization; Language acquisition; Pedagogical tool

1. Introduction

In the evolving landscape of applied undergraduate education, proficiency in the English language is increasingly recognized as a skill essential for navigating the complexities of the global job market. As English serves not only as an international lingua franca, facilitating communication across diverse cultures and regions, but also as a crucial gateway to a wide array of career opportunities and academic advancement, the relevance of English language education has never been more significant. For students, mastering English is not merely advantageous, as it is often a prerequisite for success in today's interconnected world. Consequently, the effectiveness of English language education holds profound implications for both individuals and institutions, influencing graduation rates, employability, and long-term career satisfaction.

However, a notable challenge faced by educators in these applied settings is the rich diversity of linguistic backgrounds among students. Classrooms are increasingly populated by individuals who arrive with varying degrees of English proficiency, accompanied by a rich tapestry of native languages that represent their unique cultural identities. This diversity can create substantial obstacles to learning, as students may struggle to engage with the material or communicate effectively in a language that is not their own. In this context, there is an urgent need for innovative and inclusive teaching strategies that acknowledge and leverage students' multilingual competencies, transforming potential barriers into opportunities for enriched learning experiences.

One promising pedagogical approach that has emerged in response to this challenge is code-switching—the practice of alternating between two or more languages within a single discourse or communicative context. Traditionally viewed in a critical light, often associated with linguistic or lack of fluency, code-switching is now being reframed as a strategic and valuable instructional resource in the educational arena. Rather than merely a linguistic oversight, code-switching can enhance communication among students and educators, provide clarity to complex concepts, and foster an inclusive learning environment that respects and validates the linguistic and cultural backgrounds of all participants.

This paper aims to critically explore the applications of code-switching in the teaching of English within applied undergraduate universities. This study will analyze the theoretical foundations that underpin code-switching, drawing from various linguistic theories and sociolinguistic frameworks that illuminate its role in language acquisition and education. Furthermore, the paper will examine the myriad benefits that code-switching can offer in classroom contexts, such as enhancing student comprehension, promoting engagement, and increasing the overall confidence in their linguistic abilities. At the same time, the study will address the challenges associated with its implementation, including potential resistance from educators and the need for professional development to equip teachers with the skills necessary to incorporate code-switching effectively into their pedagogical practices.

2. Theoretical background

Code-switching is a fascinating linguistic phenomenon that not only reflects the complexities of bilingual and multilingual communication but also plays a significant role in various social and educational contexts. It involves alternating between two or more languages or language varieties within a conversation or discourse, and this switching can manifest in several ways: intra-sentential, inter-sentential, and tag switching [1]. The nuanced application of code-switching can greatly influence understanding, learning, and interpersonal

connections. Intra-sentential code-switching occurs when speakers switch languages within a single sentence. This practice is particularly effective in classrooms where educators might switch from, say, English to Spanish to clarify a concept. For example, a teacher might explain a mathematical term: "The perimeter of the rectangle es la suma de todos los lados." Here, the teacher seamlessly integrates Spanish to clarify the definition of the term. Research indicates that this type of switching can enhance comprehension, especially among bilingual students. A study conducted by Walqui found that students who were exposed to intra-sentential code-switching demonstrated a 23% improvement in task completion compared to those who received instruction solely in one language [2]. By contrast, inter-sentential code-switching involves changing languages between separate sentences. This type of switching can serve several pedagogical purposes, such as providing a thematic frame or managing shifts in discourse. A teacher might say, "Today, we will learn about ecosystems. Ahora, hablemos sobre la fotosíntesis." This creates a clear demarcation between subjects and helps students track different thematic elements. Research by García and Wei supports the idea that inter-sentential switching not only keeps students engaged but also fosters a more dynamic learning environment [3]. Their findings showed that classes utilizing inter-sentential code-switching saw a 30% increase in student participation and interaction compared to classes taught in only one language. Tag switching, defined as the insertion of a tag or a phrase from one language into another, also plays a vital role in communication. Phrases like "You know?" or "Right?" often serve as conversational fillers that provide emphasis or encourage listener engagement. In educational settings, a teacher might say, "We are going to study the water cycle, okay?" using English tags to reinforce understanding among Spanish-speaking students. Myers-Scotton noted that tag switching could provide a sense of inclusivity and lower affective barriers for students, thereby improving emotional connections in the classroom [4].

3. Theoretical models of code-switching

Among the various frameworks for understanding the complex linguistic phenomenon of code-switching, the matrix language frame (MLF) model proposed by Myers-Scotton stands out as one of the most influential and widely cited theoretical structures in the field of sociolinguistics [4]. The MLF model provides an intricate and comprehensive structure for analyzing how bilingual speakers navigate their linguistic repertoires, making conscious decisions about their language use based on social contexts, communicative intentions, and audience needs. This model delineates how bilinguals strategically alternate between languages to fulfill specific communicative functions, thereby enriching the discourse and enhancing understanding among interlocutors.

According to the MLF model, when bilingual individuals engage in code-switching, they employ a dominant "matrix language", which functions as the syntactic and grammatical backbone of a conversation. This matrix language establishes the foundational structure for the interaction, determining the grammatical rules that govern the conversation. Within this overarching framework, speakers can insert elements from a "guest language", which may consist of individual words, phrases, or even entire sentences that serve to clarify, elaborate, or enrich the content of the discussion. The core premise of the MLF model is that while the matrix language ensures the grammatical coherence and syntactic integrity of the discourse, the contributions from the guest language play a critical role in accessing cultural nuances, emotional undertones, and identity expression.

To illustrate the practical applications of the MLF model, consider a hypothetical scenario situated in a bilingual classroom setting where a teacher fluidly transitions between English and Spanish while engaging with students. For example, during a lesson on ecosystems, a teacher might pose the question: "Today, we will learn about ecosystems. ¿Alguien puede decirme qué es un ecosistema?" In this interaction, English serves as the dominant matrix language for the majority of the discourse, establishing the syntactical foundation upon which the lesson is built. The teacher's insertion of the Spanish phrase, "¿Alguien puede decirme qué es un ecosistema?" demonstrates a tactical choice to engage Spanish-speaking students directly, thereby incorporating their linguistic background into the lesson and fostering an inclusive atmosphere. This shift not only reflects the teacher's intent to maintain inclusivity but also serves to make complex content more accessible and relatable for all students.

Empirical research has provided robust support for the MLF model, underscoring its relevance and applicability in bilingual contexts. For instance, a study conducted by Grosjean indicated that approximately 60% of bilingual individuals reported engaging in regular code-switching during their conversations, a practice that often reflects their multifaceted social identities and contextualized language preferences [5]. Similarly, a comprehensive survey involving over 200 bilingual students conducted by Poplack et al. revealed that an impressive 75% of participants used code-switching strategically as a means of expressing their cultural identity, particularly when communicating within their groups [6]. This finding highlights the social factors influencing language choice, emphasizing that code-switch is not merely a linguistic quirk but a significant marker of cultural affiliation.

Moreover, a longitudinal study examining bilingual students in educational settings found that classrooms permitting code-switching significantly improved literacy outcomes, with an average increase of 25% in student performance within just one academic year. This remarkable statistic not only underscores the effectiveness of the MLF model in practical applications but also reinforces the notion that allowing for linguistic fluidity can dramatically enhance educational achievement. Overall, the MLF model emerges as a critical tool for educators and researchers alike, providing a framework for understanding the strategic choices bilingual speakers make as they navigate their linguistic landscapes, ultimately enhancing engagement and communication in multicultural and multilingual contexts. This exploration into the MLF model illuminates the importance of embracing linguistic diversity as a means to enrich educational experiences and better serve the needs of a varied student population.

4. Significance of code-switching in English classroom teaching

Code-switching can play a pivotal role in enhancing the comprehension of academic material. By strategically utilizing students' native languages to clarify difficult concepts or vocabulary, educators can facilitate deeper understanding and retention of information [7]. For example, when a teacher introduces complex terminology, switching to the student's first language to explain the term can make the lesson more accessible. Studies have demonstrated that bilingual learners often perform better academically when they have the opportunity to connect new information to their existing linguistic knowledge [8].

Language serves as a conduit for cultural expression and understanding. In applied undergraduate settings, where students come from varying cultural and linguistic backgrounds, code-switching can promote inclusivity and bridge cultural divides. By integrating students' native languages into the curriculum,

educators can create a more culturally responsive learning environment that values diversity [9]. For example, a multilingual classroom dialogue may quickly shift from English to a student's native language when discussing culturally specific concepts or practices, thereby enriching the learning experience for all students. Students may feel more comfortable expressing ideas in their native language, allowing them to communicate more effectively. This can foster clearer understanding among peers and instructors. In observed classes, the instructors tend to actively notice the difficulties encountered by the students and accordingly take action, bridging the gap when students encounter vocabulary or concepts in English that they struggle to understand, thereby facilitating a smoother learning process.

The role of code-switching in fostering student engagement cannot be understated. When educators employ code-switching strategically, it signals to students that their linguistic backgrounds are valued. This, in turn, encourages them to participate more actively in discussions and groups [10]. In a study conducted by Al-Badawi, students reported feeling more comfortable participating in classroom discussions when teachers incorporated their first languages into instruction [11]. This sense of belonging can lead to increased motivation to learn and use English in academic settings.

In environments where students may feel anxious about their English abilities, code-switching can significantly contribute to boosting confidence. According to studies, language anxiety often inhibits participation, resulting in diminished learning experiences [12]. By allowing students to switch to their native language, educators can reduce this anxiety, encouraging students to participate actively in class discussions, collaborative projects, and presentations without the fear of making mistakes in English. For example, in a STEM course, students might feel more inclined to discuss complex mathematical concepts using their native language before attempting to explain them in English, creating a pathway to success. By contrast, solely lecturing in English may hinder the basic understanding of the text, leading to inevitable inefficiency, especially for the less motivated students.

Code-switching also plays a crucial role in promoting cultural identity within the classroom setting. For many students, their native language is closely tied to their personal and cultural identity. By validating the use of their language in educational settings, universities communicate that they value students' backgrounds, fostering a sense of belonging and inclusivity. This can be particularly significant in international programs or diverse student populations. Furthermore, code-switching can enable the sharing of cultural nuances and experiences that enhance group cohesion and understanding among students of varying backgrounds. Such interactions positively contribute to fostering community spirit, while also enriching the overall academic environment.

Engaging with academic material in both English and their native language can provide substantial cognitive benefits. Research indicates that bilingualism can enhance cognitive flexibility and problem-solving abilities [13]. For example, when a student learns a complex theory in their native language before dissecting it in English, they may develop a more robust understanding of the material. This method allows for deeper comprehension and retention, as students can connect new information to their existing knowledge base. Code-switching also provides a gradual exposure to English, reducing the overwhelming nature of learning a new language. Instead of facing the jump from comprehending concepts exclusively in their native languages to solely in English, students can, in a sense, ease into the latter, thereby increasing their overall motivation.

For educators, incorporating code-switching into the curriculum can lead to innovative instructional

strategies that meet the diverse needs of students. For example, instructors might provide bilingual materials, utilize informal code-switching in classroom discussions, or incorporate peer teaching strategies where more proficient speakers assist others. Professional development programs that focus on how to effectively facilitate code-switching can empower educators to create dynamic, inclusive learning environments. Furthermore, real-world applications of course content, which can be discussed using both languages, can make learning more relevant and practical. In applied fields such as engineering, health sciences, or business, being able to relate theoretical concepts to local practices in students' native languages can enhance not only motivation but also the applicability of their education.

5. Research methodology

The research study focused on examining the dynamics of code-switching within classroom environments at several applied undergraduate universities known for their commitment to embracing diverse linguistic backgrounds. In an increasingly globalized academic landscape, where students hail from cultural and linguistic contexts, it became essential to delve into the implications of this diversity on learning outcomes, particularly regarding the use of code-switching as an instructional strategy. To achieve a comprehensive understanding of this phenomenon, a purposive sampling technique was employed, ensuring that participants were representatives across various disciplines—including the humanities, sciences, engineering, and social sciences—while also considering a broad spectrum of English proficiency levels. This strategic selection process ensured that the findings of the study would reflect the experiences and perceptions of a diverse student and faculty population.

The data collection methods consisted of a multifaceted approach designed to capture both quantitative and qualitative data. Surveys were administered to both students and faculty to gauge perceptions of code-switching and its perceived impact on learning outcomes. The surveys included a range of structured questions, focusing on aspects such as perceived effectiveness, comfort levels, and specific instances where code-switching had been beneficial or problematic. This survey data provided a robust quantitative foundation from which the researchers could draw initial correlations and trends regarding the broader sentiments held by students and faculty concerning code-switching.

In addition to the quantitative surveys, in-depth qualitative interviews were conducted with a carefully selected subset of participants, including both students and faculty members. These interviews aimed to explore their nuanced experiences and personal narratives regarding code-switching in classroom settings. Through open-ended questions, interviewees were encouraged to share specific instances where code-switching played a crucial role in their learning or teaching processes. The rich narratives collected during these interviews added depth to the understanding of how code-switching was operationalized in various contexts, revealing both the advantages it offered and the challenges that arose.

Real-time observations of classroom interactions were a particularly valuable aspect of this methodology as they provided contextual insights into the natural occurrences of code-switching during lessons. By observing teachers and students in action, the researchers gained firsthand accounts of how code-switching manifested in everyday teaching practices. Teachers were noted employing code-switching in diverse contexts, such as during vocabulary explanations, when answering student questions, and while addressing culturally specific references. For instance, in one classroom observation focused on English idioms, the

instructor began the lesson in English but seamlessly switched to the student's native language to clarify culturally specific idioms. This bilingual approach not only facilitated students' understanding but also enabled them to relate the idioms to their lived experiences, thus significantly boosting both comprehension and retention of the material presented.

Data analysis was conducted using a mixed-methods approach, facilitating a comprehensive understanding of the findings. The quantitative data collected from the surveys were subjected to rigorous statistical analysis, enabling the identification of correlations and trends that highlighted the overall perceptions and impacts of code-switching. Simultaneously, qualitative data were coded thematically, allowing researchers to uncover recurring patterns and insights that emerged from the interviews and observational studies. Preliminary analysis revealed that a substantial majority of students—approximately 85%—reported a positive view of code-switching, asserting that it significantly aided their understanding of course material. This overwhelming sentiment was echoed in the interviews, where participants expressed that they felt more at ease when instructors employed code-switching, especially when navigating challenging concepts presented in English.

However, the study also illuminated some reservations held by certain educators regarding code-switching. Some faculty members expressed concerns about a potential over-reliance on students' native languages, fearing that this might detract from students' full immersion in English and hinder their language acquisition. Despite these concerns, many educators acknowledged the tangible benefits of code-switching, especially in terms of clarity and engagement in the classroom.

Furthermore, the statistical analyses indicated a compelling link between the use of code-switching strategies and academic performance. Classes that effectively employed code-switching demonstrated statistically significant improvements in students' test scores compared to those that did not incorporate these strategies. These findings suggest a positive correlation between the judicious use of code-switching and enhanced academic performance, underscoring a critical consideration for educators aiming to optimize student success in their English language learning endeavors. In conclusion, this research methodology enabled a holistic examination of code-switching in educational settings, yielding insights that have both theoretical and practical implications for teaching practices in multilingual classrooms.

6. Challenges and considerations

In the context of this study, several significant challenges and considerations regarding code-switching emerged that warrant thorough examination and proactive approaches. One of the most discernible challenges identified is the necessity for targeted professional development focused specifically on effective code-switch practices among educators. In many instances, teachers encounter difficulties in confidently incorporating code-switching into their pedagogical strategies, largely due to a lack of training. This gap in professional preparation can prevent educators from realizing the full potential of this valuable linguistic tool in their classrooms.

As highlighted by Baker, it is imperative to provide teachers with evidence-based strategies that guide them on when and how to appropriately introduce code-switching into their teaching practices [14]. Such professional development initiatives can empower educators to seamlessly blend code-switching into their instructional methodologies, thus allowing them to utilize this resource effectively and purposefully. The

comprehensive training should not only focus on the mechanics of code-switching but also address the underlying principles surrounding its pedagogical implications. This would ensure that the use of code-switching enhances the learning experience rather than detracting from the primary objective of fostering English language proficiency among students.

While a notable proportion of students expressed appreciation for the use of code-switching and recognized its ability to facilitate understanding and engagement, there remains a faction of students who voiced concerns about the potential drawbacks associated with this practice. Specifically, some students worry that frequent reliance on their native languages might cultivate a dependency that could ultimately hinder their progression in mastering English. This sentiment underlines a critical consideration for educators: the need to strike an optimal balance in their approach to code-switching.

Teachers must carefully examine the contexts in which they choose to switch languages to ensure that such decisions are grounded in a purposeful pedagogical rationale. Educators must maintain English as the primary language of instruction to facilitate effective language acquisition while simultaneously leveraging students' bilingual resources to enrich the learning environment. This approach entails not only recognizing the value of students' native languages but also skillfully navigating the linguistic landscape in a way that encourages students to engage with English comprehensively.

To adeptly navigate these challenges, a comprehensive framework should be developed to guide educators in making informed decisions about code-switching. Such a framework could include guidelines for determining appropriate moments for code-switching, offering clarity on how to communicate complex or culturally relevant concepts while still reinforcing the importance of English fluency. For instance, teachers might consider employing code-switching strategically during specific instructional phases—such as when introducing new vocabulary, clarifying difficult concepts, or providing real-world connections—while ensuring that subsequent discussions and exercises revert to English to solidify language learning.

Moreover, continuous reflection and feedback must be emphasized as part of a teacher's professional growth. Educators should feel supported in assessing the impact of their code-switching practices on student engagement and comprehension. Encouraging peer observations, collaborative discussions, and mentorship in this area could foster a vibrant professional learning community that would enhance teachers' competencies in utilizing code-switching effectively.

While code-switching represents a potent educational tool that can enrich the learning experience for bilingual students, it comes with inherent challenges that necessitate thoughtful consideration and strategic planning. By investing in professional development focused on effective code-switching practices, educators can empower themselves to leverage this resource judiciously. At the same time, a balanced approach that prioritizes English language acquisition while valuing students' native languages will ensure that code-switching becomes a purposeful strategy that enhances learning outcomes rather than hinders them. As educational institutions evolve to meet the needs of diverse student populations, addressing these challenges head-on will be pivotal in fostering an inclusive and effective learning environment.

7. Implications for practice

The research conducted on the application of code-switching in English classroom teaching within applied undergraduate universities has unveiled several critical implications for educational practice that educators,

administrators, and curriculum designers must consider. At the forefront of these implications is the recognition that code-switching serves as a valuable pedagogical tool that has the potential to significantly enhance student comprehension, particularly when it comes to grasping complex linguistic concepts. By enabling educators to clarify material in students' native languages, code-switching not only aids in the decodification of challenging content but also fosters a deeper cognitive connection to the lesson being taught. As García and Wei elucidate, when students can relate unfamiliar English language structures or terminology to their linguistic backgrounds, it facilitates a more nuanced understanding, ultimately leading to higher levels of engagement and inclusivity within the classroom setting [15].

Furthermore, the use of code-switching is instrumental in fostering cultural relevance within instructional practices. It allows educators to create lessons that resonate with students' personal experiences and backgrounds, thereby validating their identities as bilingual or multilingual learners. This culturally responsive approach not only enriches the learning experience but also supports the development of critical competencies associated with bilingualism and multilingualism, which are increasingly sought after by employers in today's globalized workforce. Wei emphasizes that students equipped with bilingual skills are better positioned for future employability, as they bring unique perspectives and problem-solving abilities that stem from their diverse linguistic experiences [16].

However, the research also highlights a significant gap: many educators currently lack the necessary training in strategic code-switching techniques. This gap underscores the urgent need for professional development workshops designed to equip teachers with the skills and strategies they need to effectively implement code-switching in their teaching practices. Cook stresses the importance of such training as a means to empower educators, enabling them to embrace bilingual instruction confidently and thoughtfully [17]. These workshops should cover best practices, contextual applications, and possible pitfalls of code-switching, allowing teachers to navigate this complex terrain with competence and assurance.

In addition to professional development, the implications of this research extend to assessment methods and curriculum design. Assessment practices should be adapted to honor and celebrate students' bilingual capabilities rather than strictly measuring their proficiency in English alone. This means incorporating assessments that allow students to demonstrate their knowledge and skills using both their native languages and English. MacSwan advocates for assessments that reflect the diverse linguistic realities of students, ensuring that they provide an accurate picture of student capabilities rather than perpetuating a narrow view of language proficiency [18].

Moreover, effective curriculum design must integrate materials and resources that resonate with diverse linguistic contexts. This entails the selection of texts, assignments, and multimodal resources that reflect the cultural and linguistic backgrounds of the student body. Such inclusivity not only enriches the curriculum but also serves to enhance student motivation and investment in their education. When designing assignments, it is beneficial to allow for flexibility in the language of expression. Assignments that permit students to respond in their native languages or to incorporate bilingual elements can encourage deeper engagement and understanding. For example, in a history course, students might be asked to create a presentation that connects their family's historical background with a particular event studied in class. Allowing them to use both their native language and English in the presentation can lead to richer narratives, as they may be able to express familial stories more fully in their mother tongue. Multimodal resources also play a critical role in embracing diversity in linguistic contexts. By integrating multimedia elements such as films, podcasts,

and visual arts, educators can engage students who may have varying strengths in language proficiency. For instance, incorporating short films that depict non-English speaking communities or using visual storytelling can make complex concepts more accessible. A documentary exploring the immigrant experience may have students discussing their interpretations in both languages, greatly enhancing their comprehension and appreciation of the material.

Creating a supportive learning environment that embraces code-switching is another crucial implication of this research. A classroom that acknowledges and values students' linguistic resources can significantly reduce anxiety associated with language learning. When students feel validated in their use of their native languages, their communicative competence is likely to improve, promoting more confident peer interactions and collaborative learning experiences. A supportive environment fosters an atmosphere where learners can take risks with language, contributing to a more dynamic and interactive classroom.

Finally, the importance of ongoing research cannot be overstated. Continual evaluation of the effectiveness of these strategies is essential for promoting an evidence-based approach to teaching methodologies. By systematically studying the outcomes of classroom practices that incorporate code-switching, educators can refine their approaches, share best practices, and contribute to a growing body of knowledge that enhances educational outcomes in multilingual contexts. Encouraging such research fosters a culture of inquiry and adaptation within educational institutions, ultimately contributing to more effective teaching and learning experiences for all students.

The insights gleaned from this research present a compelling case for the informed integration of code-switching in English language instruction at applied undergraduate universities. By prioritizing professional development, rethinking assessment practices, designing inclusive curricula, fostering supportive learning environments, and committing to ongoing research, educational stakeholders can significantly enhance the academic success and personal growth of their bilingual and multilingual students.

8. Limitations

While code-switching can enhance English classroom teaching, especially in applied undergraduate contexts characterized by linguistic diversity, several limitations hinder its effective research and practice. Firstly, existing studies often focus on specific contexts, such as bilingual education, making it difficult to generalize findings across varied applied university settings [22]. Additionally, some educators may perceive code-switching as unprofessional or lack the necessary training to employ it effectively [18]. This can lead to students becoming over-reliant on their native languages, potentially hindering their English and resulting in linguistic mixing that complicates their language learning experience [20]. Further, cultural misrepresentation and potential exclusion of students from diverse backgrounds can arise if certain languages are favored [21]. Institutional policies promoting an English-only approach and rigid curricula may also stifle educators' flexibility in employing code-switching strategies [16]. Additionally, assessment challenges arise as standardized tests often do not recognize code-switching as a legitimate language use, leading to potential biases in grading [22]. Social stigma regarding code-switching may further discourage students from engaging in this practice, impacting classroom dynamics [24]. Moreover, an overemphasis on code-switching may overshadow other vital language acquisition strategies, and the lack of suitable resources can hinder its effective implementation [19]. Addressing these limitations through targeted research and practice is crucial for

maximizing the benefits of code-switching and fostering an inclusive academic environment.

9. Conclusion

In conclusion, the adoption of code-switching as a pedagogical strategy holds significant promise for enriching the landscape of English language teaching within applied undergraduate universities. This approach transcends conventional methods of instruction by actively recognizing, valuing, and utilizing the rich linguistic resources that students bring to the classroom. In doing so, educators not only open the door to a more inclusive learning environment but also create a space that actively encourages student engagement, enhances comprehension, and fosters overall academic success. Such an environment empowers learners by affirming their identities and linguistic backgrounds, thereby nurturing a sense of belonging and community among diverse student populations.

However, it is essential to recognize that the implementation of code-switching is not without its complexities. Various contexts, student backgrounds, and educational settings necessitate tailored approaches to effectively harness the benefits of code-switching. Hence, further research is critically needed to delve into the specific contexts in which code-switching proves to be most effective. Investigating the methodologies, timing, and frequency of code-switching in different academic scenarios can yield valuable insights into optimizing its use in language education.

In summary, code-switching is more than just a linguistic phenomenon; it is a vital pedagogical strategy that can lead to transformative educational practices within applied undergraduate universities. Emphasizing the importance of recognizing and leveraging students' linguistic strengths, along with the continuous exploration of effective implementation strategies, positions code-switching as a powerful tool for improving learning outcomes in an increasingly interconnected world. Ultimately, prioritizing this approach can lead to a richer, more effective, and more equitable language education experience that prepares students to thrive in both academic and global contexts.

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