

## CODE-SWITCHING AS A PEDAGOGICAL TOOL IN BILINGUAL FOREIGN LANGUAGE TEACHING

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**Annotation.** *The usefulness of code-switching as a teaching strategy in bilingual foreign language instruction is examined in this article. In order to improve comprehension, make difficult topics easier to understand, and foster a positive learning environment, it examines how teachers deliberately switch between the target language and the students' mother tongue. The usage of code-switching by students at primary, secondary, and high school levels is examined in this study. Additionally, it emphasizes the benefits and possible disadvantages of this method for learning a language. According to the research, code-switching can improve overall learning results, lessen anxiety, and increase students' comprehension when applied properly. However, the development of communicative competence in the target language may be hampered by an over-reliance on the original tongue. Therefore, the article recommends a balanced and purposeful use of code-switching in bilingual classrooms.*

**Key Words:** *Code-switching, Bilingual education, Foreign language teaching, Pedagogical tool, Language acquisition, Classroom interaction, Teaching strategies, Primary, secondary and high school learners, Communicative competence, Native language use*

**Аннотация.** *В данной статье рассматривается полезность переключения кодов в качестве педагогической стратегии при двуязычном обучении иностранному языку.*

*Чтобы улучшить понимание, упростить изучение сложных тем и создать благоприятную среду для обучения, в нем рассматривается, как учителя сознательно переключаются с изучаемого языка на родной язык учащихся. В этом исследовании рассматривается использование переключения кодов учащимися начальной, средней и старшей школы. Кроме того, в нем подчеркиваются преимущества и возможные недостатки этого метода изучения языка. Согласно результатам исследования, переключение кодов при правильном применении может улучшить общие результаты обучения, снизить тревожность и повысить уровень понимания учащимися. Однако развитию коммуникативной компетенции на изучаемом языке может препятствовать чрезмерное использование языка оригинала. Поэтому в статье рекомендуется сбалансированное и целенаправленное использование переключения кодов в двуязычных классах.*

**Ключевые слова:** Переключение кодов, Двуязычное образование, Преподавание иностранного языка, Педагогический инструмент, Владение языком, Взаимодействие в классе, Стратегии обучения, Учащиеся начальной, средней и старшей школы, Коммуникативная компетентность, Использование родного языка

**Annotatsiya.** Ushbu maqolada chet tilini ikki tilda o'qitishda pedagogik strategiya sifatida kodlarni almashtirishning foydaliligi ko'rib chiqiladi. Tushunishni yaxshilash, murakkab mavzularni o'rganishni soddalashtirish va qulay ta'lim muhitini yaratish maqsadida unda o'qituvchilarning o'rganilayotgan tildan o'quvchilarning ona tiliga ongli ravishda o'tishi ko'rib chiqiladi. Ushbu tadqiqotda boshlang'ich, o'rta va yuqori sinf o'quvchilarining kod almashtirishdan foydalanishi ko'rib chiqiladi. Bundan tashqari, unda til o'rganishning ushbu usulining afzalliklari va yuzaga kelishi mumkin bo'lgan kamchiliklari ta'kidlangan. Shu sababli, maqolada ikki tilli sinflarda kod almashtirishdan muvozanatli va maqsadli foydalanish tavsiya etiladi. Avotirni kamaytirishi va o'quvchilarning tushunish darajasini oshirishi mumkin. Biroq o'rganilayotgan tilda kommunikativ kompetensiyani rivojlantirishga asl tilni haddan tashqari ko'p ishlatish to'sqinlik qilishi mumkin. Shu sababli, maqolada ikki tilli sinflarda kod almashtirishdan muvozanatli va maqsadli foydalanish tavsiya etiladi.

**Kalit so'zlar:** Kodni almashtirish, Ikki tilli ta'lim, Chet tilini o'rgatish, Pedagogik vosita, Tilni o'zlashtirish, Sinfdagi o'zaro ta'sir, O'qitish strategiyalari, Boshlang'ich, o'rta va o'rta maktab o'quvchilari, Kommunikativ kompetentsiya, Ona tilidan foydalanish.

## Introduction

Bilingualism has been more prevalent in educational environments in recent years, particularly when it comes to teaching foreign languages. Because of this, researchers and educators have focused a great deal of emphasis on the phenomena of code-switching, which is defined as the alternation between two or more languages during a conversation or classroom activity. For a variety of pedagogical and communicative reasons, teachers and students in bilingual classrooms frequently alternate between the target language (L2) and their native language (L1).

Code-switching is now acknowledged as a useful pedagogical tool that can enhance the teaching and learning process rather than as an indication of linguistic inadequacy. Code-switching is a common technique used by teachers to introduce new terminology, clarify difficult grammar structures, and make sure students get the material. Additionally, it can lessen students' nervousness, especially for new students, and foster a more welcoming and cozy learning environment.

The application of code-switching in foreign language instruction is still up for discussion, though. Excessive dependence on the native language may limit students' exposure to the target language and impede the development of communicative competence, according to some instructors who highlight its advantages in promoting comprehension and classroom interaction.

Thus, the purpose of this paper is to investigate the use of code-switching as a teaching strategy in bilingual foreign language instruction.

It assesses both its benefits and possible drawbacks in the process of language acquisition and focuses on its application at various educational levels, including elementary, secondary, and high school students.

**Unexplored issues.** The importance of code-switching in bilingual foreign language classes has been the subject of countless research, but some crucial areas have not received enough attention. The balance between the usage of the target language (L2) and the first language (L1) is one of the main unresolved challenges. There is considerable disagreement over how much code-switching is pedagogically acceptable, despite the fact that many scholars recognize the advantages of code-switching for understanding and classroom interaction. While inadequate use might result in misunderstandings and frustration, excessive use of the first language may limit learners' exposure to the target language. Future research should focus on developing useful recommendations for educators about how best to employ code-switching at various skill levels.

The long-term effects of code-switching on language learning are another unexplored topic.

The majority of current research focuses on immediate classroom results, such better comprehension of vocabulary, grammar, or instructions. However, the question of whether frequent code-switching promotes learner autonomy, communicative competence, and long-term language proficiency has received comparatively little attention. Longitudinal research may offer important insights into the long-term effects of code-switching on pupils' language development.

Students' attitudes toward code-switching also require further investigation. While teachers often view code-switching as a helpful instructional strategy, learners may perceive it differently depending on their educational background, language proficiency, and personal preferences. Some students may appreciate the additional support provided by the first language, while others may believe that greater exposure to the target language is more beneficial. Understanding these differing perspectives could help educators develop more learner-centered teaching approaches.

Additionally, research on code-switching in various educational situations is lacking. The majority of research has been done in certain areas or linguistic pairings, including bilingual English-Spanish or English-Chinese environments. Consequently, the results might not be generally applicable. In multilingual and multicultural settings, especially in nations where English is taught as a foreign language instead of a second language, further research is required.

A more thorough knowledge of code-switching's efficacy would result from researching it in various language and cultural contexts. The influence of digital technologies on code-switching is another emerging area that remains largely unexplored. With the increasing popularity of online learning platforms, virtual classrooms, and educational applications, students frequently engage in multilingual communication through digital media. However, little is known about how code-switching functions in online learning environments and whether its pedagogical effects differ from those observed in traditional face-to-face classrooms. Future studies should explore how technology shapes bilingual communication and language learning practices.

Finally, researchers have paid limited attention to the relationship between code-switching and higher-order cognitive skills such as critical thinking, problem-solving, and creativity.

Since bilingual individuals often draw upon multiple linguistic resources when processing information, code-switching may play a role in supporting complex cognitive tasks. Investigating this connection could provide new perspectives on the educational value of bilingual language practices.

**In summary,** Code-switching has emerged as an important pedagogical tool in bilingual foreign language teaching. When used strategically, it can support comprehension, reduce learner anxiety, facilitate classroom management, and enhance communication between teachers and students. Rather than viewing the first language as an obstacle, modern educational approaches increasingly recognize its potential role in promoting effective language learning. Nevertheless, important questions remain regarding the most effective ways to implement code-switching in diverse educational contexts. Future research should focus on learners' perspectives, contextual differences, and the impact of technology on bilingual communication. A deeper understanding of these issues will help educators develop balanced instructional practices that maximize the benefits of both the first language and the target language.

Overall, code-switching should be regarded as a flexible educational resource that, when applied appropriately, contributes to more inclusive, effective, and meaningful foreign language instruction.

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