

The Role of Code-Switching in Multilingual Education

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Abstract. This article explores the phenomenon of code-switching in multilingual educational settings. We examine its role as a pedagogical tool, its effects on student comprehension, and its potential challenges. The study draws from recent classroom observations and interviews with educators to provide a comprehensive view of code-switching practices. The findings suggest that strategic code-switching can enhance learning experiences, promote inclusivity, and aid in the cognitive development of students. However, it also highlights the need for careful implementation to avoid confusion and maintain linguistic integrity.

Keywords: Code-switching, Multilingual education, Pedagogy, Student comprehension, Linguistic inclusivity

Introduction

Code-switching, the practice of alternating between two or more languages within a conversation or discourse, is prevalent in multilingual educational settings. This linguistic phenomenon is often seen as a natural communicative strategy, yet its role in education is subject to ongoing debate. This article investigates the functional and pedagogical implications of code-switching in classrooms. Through a series of observations and interviews, it explores how educators perceive and utilize code-switching as a tool for instruction. The preliminary findings underscore its benefits in facilitating comprehension and inclusivity but also point to potential drawbacks, such as linguistic confusion.

This is a preliminary version. To read the full version of the article, please purchase a subscription.

References

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