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**RESEARCH ARTICLE**

## **Code-switching as a Learning Strategy for EFL Learners**

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**ABSTRACT**

Learning English as a foreign language (EFL) has great relevance for many people around the world due to globalization, technology, personal or professional goals and preferences. Likewise, English has been documented as one of the languages that has more non-native speakers than native speakers around the world (Shin, 2013). Code-switching is considered a linguistic variation and it has become a widely researched circumstance that is commonly reflected by bilingual, multilingual, and multicultural practices. This research has the objective to give an account of how English as a foreign language learner use code-switching as a learning strategy to achieve academic goals. A qualitative methodology and a descriptive approach were used to analyze data and to infer the following linguistic practices: a) code-switching use by emergent bilinguals as a learning strategy to acquire a foreign language and b) code-switching use affects emergent bilinguals' language development. The research's findings can be summarized stating that code-switching practices help students develop foreign language awareness by analyzing linguistic elements to express meaningful ideas taking it into practice. Concluding from extensive research, code-switching can be a helpful learning strategy for foreign language learners to achieve English within a communicative process allowing learners to be able to express and communicate a message proficiently.

**KEYWORDS**

English as a foreign language, learning strategy, code-switching, L1 and L2.

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**1. Introduction**

Currently, globalization impacts the need to learn foreign languages to be able to communicate and express our messages with different people in different places and times worldwide. Therefore, foreign language learning has become popular among people for many different reasons; it can be just for the pleasure of learning a different language, professional development, self-esteem, or educational performance among others.

When learning a foreign language, learners use code-switching as a learning strategy to acquire the foreign language. The main purpose of this research is to give an account of how English as a foreign language learners use code-switching as a learning strategy to achieve their academic goals regarding the target language or the students' purpose in learning a foreign language. The analysis of several authors who have approached the topic and researched about it, mainly adhere to a sociolinguistic theoretical framework regarding the methodology and research that scrutinized code-switching as a learning strategy in different scenarios related to English as a foreign language.

**2. Literature Review**

Iyitoglu (2016) refers to code-switching practices within the use of a foreign language at the same time in a conversation as the speaker's native language. The author aims to explore why students and teachers use code-switching as part of the teaching and learning process in educational instruction using an ethnographic qualitative design. Throughout the use of audio recordings, transcriptions, and classroom observations, the author gathered data to analyze his inquiry question. Iyitoglu (2016) concluded

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that teachers and students used code-switching in the introduction of the class; another conclusion was that teachers used code-switching for several reasons which they motivate students, control the group regarding discipline, easy grammatical structures, and vocabulary, functional communication, understanding, following instructions, and using native language for pleasure. Likewise, Iyitoglu (2016) stated that students used code-switching in three moments in which they preserved communicative skills demonstrated their behaviors, and understood grammar and vocabulary. Finally, Iyitoglu (2016) stated that there is no relationship between the frequency of code-switching use between teachers and students, but there is a coincidence regarding the use of code-switching in the introduction section of the class.

Corcoll (2013) refers to its scrutiny on how learning an additional language can positively affect learners' opinions and feelings about languages and how this process can be enriched when different languages are in use in the same oral practice. According to Corcoll (2013), learners can be in a plurilingual educational environment that is richer than a monolingual one. The research's participants were four groups of twenty-five second-grade students. One of the groups was selected as the experiment group. The author specifically practiced code-switching to look for positive consequences on the learners' English oral comprehension and vocabulary acquisition and production, as well as on the learners' motivation and self-esteem and the classroom atmosphere. The researcher used quantitative and qualitative analysis of the data using the following instruments, a post-plurilingual activity lesson survey, the post-lesson group interview recorded, the language tests used (pre-test and post-test), and the motivational surveys (pre-test and post-test). Corcoll (2013) concluded that there were three main outcomes 1) language acquisition did not vary significantly when comparing the experimental group with the control group, 2) improvement of students' motivation, self-esteem, and classroom atmosphere, as hypothesized, and 3) language awareness was developed throughout the ability to think and talk about languages and the language learning process.

Sardar, Alsamrayee Ahmad, and Yasin Mohamad Subakir (2015) refer that code-switching is the unconscious use of language variation while speaking to other bilinguals. It is considered a frequent practice that is perceived in bilingual or multilingual people. Code-switching is a casual speech form that is practiced by people who share a communicative interaction; code mixing and code shifting are other ways in which code-switching is also known. The authors' aim in their research is to identify the different types of code-switching used by Iraqi speakers and their attitudes towards it. Another aim is to research code-switching's causes and effects on the students' foreign language development. The authors used a qualitative and quantitative case study methodology, where six Iraqi students from the University of Malaysia were recorded and transcribed as well as they answered a survey. The outcomes from the research demonstrated that Iraqi students used different categories of code-switching such as intra-sentential switching, inter-sentential switching, and tag-switching, arranged by the level of use by participants in the recorded conversation. The survey demonstrated that students used code-switching to show a sense of belonging and identifying with a group with the same cultural background. Likewise, the participants demonstrated that they also used code-switching to overcome the lack of vocabulary in the foreign language. The limitations of this case study research were the use of Arabic-English code-switching and only six university EFL students.

Every time where there is language alternation in a conversation there is a reflection of the speaker's language proficiency throughout the way he or she expresses a message or communicates ideas. Khodashenas & Shahroody (2015) also state that code-switching promotes the development of communicative skills when learning a foreign language, taking an important role in the academic development of the target language. The authors' research purpose was to search for code-switching's impact on speaking skills in intermediate-level EFL students. The authors used a qualitative methodology with experimental groups and the participants had a pre-test to measure foreign language proficiency, ten EFL sessions, as well as a post-test, which consisted of a five-minute description of a picture. The research outcomes stated that the code-switching experimental group obtained higher scores than those of the other group. The authors concluded that using code-switching as a communicative strategy had a positive impact on EFL participants as well as developed their oral skills improving their communicative competence. The limitations of this research were forty EFL male participants between the ages of twelve and seventeen from Mashhad, Iran.

Lewis, Jones, & Baker (2013) stated that students reasonably used two languages to optimize understanding and linguistic performance during academic instruction. In their qualitative and quantitative ethnographic research, the authors employed several methods such as non-participant observation, semi-instructed interviews, whole-school observations, and collected data from sample schools. The researchers' outcomes consisted of the following 1) where Welsh instruction was only in pre-school, there was a lack of fluency in Welsh and its curriculum; 2) the teacher adopts an L1 and L2 communicative approach; 3) when one of the two languages is not proficient enough, students use linguistic strategies with communicative approaches, and 4) total immersion and heritage language approaches are prevailing. The limitations of the study are based on the Welsh typology linguistic movement; another limitation is the hundred observations methodology as well as the purposive sampling used; finally, each observed lesson was different and probably affected by the presence of the researchers.

Gaebler (2014) affirms that there are different perspectives regarding the use of L1 in foreign language instruction classrooms. This qualitative ethnographic research gives an account of graduate students and professors' perceptions regarding the use of L1 in foreign language classes. The author used classroom observations, interviews, and questionnaires as a methodology to gather data. The author's findings state that some students felt safe when using L1 in their foreign language classes, others felt that L1 was interfering with the process of L2 development; the professors respected their students' perceptions and used L1 in a considerable level of learning and teaching strategy during foreign language instruction. The research's limitations are Japanese and Spanish as foreign languages; only two professors and twenty-three students participated in the research; and English as L1.

Ron Simango (2015) considers code-switching as a practice of bilingualism and multilingualism that occurs during an oral communicative process where two or more languages are alternated. Ron Simango (2015) states in the research that code-switching is a natural speech pattern used in South Africa due to the diversity of spoken languages in the area. Ron Simango's (2015) research aims are to the code-switching relationship between isiXhosa and English during informal speech and if there is a linguistic development in English that can indicate an increase of language shift from isiXhosa and English. The methodology used in this qualitative ethnographical research is based on recordings that lasted twenty minutes and contained casual conversations with the participants; the recordings were transcribed and analyzed by the author. The research's findings demonstrated that code-switching is widely practiced within an informal conversation, yet English proficiency can lead to a balanced use of isiXhosa and English in an integrated way. The limitations of the research are presented in isiXhosa and English code-switching, only thirty students participated in the research and only recordings and transcriptions were part of the data gathering.

In their research progress, Dewaele & Wei (2014) start by considering linguistic attitudes and their variety. The discovered characteristics, such as previous and present linguistic practices, age, gender, and education, are significant in the self-reported frequency of usage of code-switching. The authors mainly concentrate on the relationship between personality traits and attitudes toward code-switching, the relationship between past and present linguistic practices and attitudes toward code-switching, the relationship between socio-biographical variables and attitudes toward code-switching, and the relationship between attitudes toward code-switching and self-reported frequency of use of code-switching. With an open-access survey, the authors employed a qualitative survey approach questionnaire. The authors' findings indicate that there are notable correlations between personality traits and attitudes regarding code-switching. However, levels of multilingualism were not associated with more favorable opinions of code-switching. Participants who had grown up, resided, or worked in a multilingual and ethnically varied setting received more favorable treatment upon transferring codes. The survey technique, linguistic attitudes, linguistic variation, and the substantial disparities in participant characteristics were the study's weaknesses.

King & Chetty (2014) research code-switching in its linguistic and literacy understanding of teaching dilemmas in multilingual classrooms. Their goal was a deeper understanding through a linguistic background surrounding code-switching factors that are related to teaching dilemmas. The authors used several examples where the understandings are grounded in the social circumstances in which they occurred; therefore a realistic perspective is presented in the paper. According to the authors, code-switching happens anytime two languages or two varieties of the same language are used in the same social space. The authors derive two main theories where the structural accounts rely on linguistic correspondences between both languages, and the functional accounts of code-switching rely on speakers' communication between immediate speakers in a situated context to make sense of code-switching use. The authors' findings are represented in the fact that they consider code-switching a facilitation strategy that helps students when learning foreign language content. They also state that L1 is widely used within foreign language instruction and content. The limitations of this paper are based on the fact that there is only a theoretical framework; the background is related to South African communities where multilingualism is practiced.

Lee (2012) addresses in this paper the conceptual and pedagogical factors that merge target language-only instruction and teacher code-switching in the context of the target language classrooms. The author begins by introducing the four pillars of the monolingual approach. Then sets some arguments for bilingual instruction, going through sociolinguistic approaches, and SLA studies on the effect of teacher code-switching. Lee (2012) states that teacher code-switching should be permitted as a legitimate pedagogical practice, demonstrating great potential in terms of contributing to the development of target language learners' bilingual competence. The author aims to emphasize the arguments that classroom code-switching works from the sociolinguistic perspective. Finally, the author proposes a model of the effectiveness of teacher code-switching considering learners' ages and proficiency levels; learners' attitudes towards code-switching and target language-only instruction; target language areas and required information; and finally practical considerations. The research's limitations are that the author only proposes a pedagogical model for teacher code-switching, there are only proposals of code-switching effectiveness and potential in L1 and L2 instruction.

Shahnaz (2015) researched three campuses of the COMSATS Institute of Information Technology Pakistan to explore code switching's acceptance as a teaching methodology by teachers and students. The researcher used an ethnographic qualitative methodology to gather data with two surveys one for thirty students and another for thirty teachers. The research's outcomes demonstrate code-switching's preference as a teaching strategy as well as the students' opinions regarding code-switching's purpose and limitations. Likewise, teachers and students approve of code-switching as an effective learning and teaching method. The research's limitations are based on the scrutiny of only three campuses of the Institute of Information Technology in Pakistan; code-switching practice from Urdu to English; the data gathering collection was only through surveys.

Gauci & Grima (2013) researched how code-switching influenced Italian teaching methodology in Malta. The researchers aimed to find teachers' code-switching uses during Italian instruction; code-switching's use as a supporting learning strategy or as a linguistic interference; and finally, learners' perceptions towards code-switching. The research is based on a qualitative ethnographical study where lesson recordings and transcriptions were analyzed; teachers' interviews; and students' questionnaires were applied to gather data. The research's findings were that Maltese use promotes Italian as a foreign language and its linguistic development; it also promotes Italian grammatical and communicative skills and is part of the identity of the group. The authors limited their research to Maltese-Italian code-switching in secondary school students in Malta; they also make a recommendation only to use code-switching as a teaching and learning strategy in beginner students.

Horasan's (2014) research paper aims to scrutinize teachers' and students' perceptions in EFL classrooms towards code-switching. The author used a case study mixed method research and gathered data through observations and transcriptions, questionnaires to students and teachers, and population interviews with forty-three EFL students and four EFL teachers from a high school in Turkey. The research's outcomes demonstrated a high use of Turkish-English code-switching at the sentential level. Another finding was that teachers and students used code-switching grammatically and linguistically. Likewise, students' and teachers' perceptions demonstrated that code-switching was a fostering strategy for EFL beginner students. The research limitations are high school participants, Turkish-English code-switching practice, and the case study mixed methodology.

### **3. Methodology**

This research aims to give an account of different authors' perspectives related to the use of code-switching as a learning strategy in English as foreign language learners.

The significance of this research refers to its importance in terms of its contributions to code-switching as a learning strategy in EFL learners. Several authors have addressed this topic using different perspectives. Teachers and students could benefit from the use of code-switching as a learning strategy, considering that English plays an important role in personal and professional development in this globalized world.

Thus, this research can contribute to the exploration of new findings as an area of scrutiny, providing evidence for further investigation. For teachers, educators, and policymakers this research can help them understand the implementation and use of code-switching as a learning strategy in the EFL classroom to help students to achieve their academic goals.

This research paper uses qualitative research with a descriptive approach. As stated by Seliger & Shohamy (2001) the descriptive study approach "involves collection techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation" (p. 124). Descriptive research focuses on naturally occurring phenomena, it employs data that can be directly obtained or data from prior studies, student records, and other sources. The prior phenomena established by descriptive research lead the author to the following inquiry questions: a) What is the role of code-switching in EFL learners? and b) What impact does code-switching have on EFL learners?

### **4. Findings**

Developing bilingual proficiency takes time and practice, becoming a bilingual or multilingual person is important in this globalized world. Due to technology input, we can be connected in any place, anytime in any language where learning a foreign language is necessary to fulfill the modern world's needs.

Johnson (2017) states that individual characteristics will determine linguistic differences and foreign language proficiency will be different in each of the foreign language learners' development. Code-switching as a learning strategy in English as a foreign language has a great variety of impacts on foreign language learners' proficiency. Many characteristics can arise as a scrutiny area from code-switching practices as a learning strategy in English as a foreign language teaching and learning process. This study explores the use of code-switching as a learning strategy for English as foreign language learners, considering this purpose, the outcomes of the inquiry questions are open for discussion.

The first inquiry question explores the role of code-switching use for emergent bilinguals as a learning strategy to acquire English as a foreign language. One of the authors that support with evidence this first inquiry question Joshua Fishman (2020) states that emergent bilinguals are acquainted when they choose where and when to use alternate languages to express an idea. He also affirms that society, the context of the situation, learners' attitudes, and terminology in the communicative process affect bilingual preferences as well as the use of code-switching.

According to Joshua Fishman (2020), code-switching as a learning strategy can be helpful for emergent bilinguals not only to be able to communicate and express themselves in a foreign language but also to be able to belong to a society's ethnic group where bilingual people can feel identified and take part of it as socio-cultural practices. Therefore, Joshua Fishman (2020) supports the idea of using code-switching as a learning strategy for bilingual people to be part of society and become fluent and proficient in English as a foreign language.

Similarly, Cohen (2014) states that emergent bilinguals seek different linguistic strategies to be able to communicate and express their reflections in a foreign language. Hence, code-switching is a learning strategy that can ease and hitch foreign language development enabling a communicative process; therefore, Cohen's (2014) statements regarding code-switching as a learning strategy, confirm that the first inquiry question proves to be practical and functional for emergent bilinguals.

Another approach that the fact of code-switching is used by emergent bilinguals as a learning strategy is explored by Shin (2013). The author affirms that code-switching is an acquired dexterity used by bilinguals that helps them sustain a conversation by mixing the target language with the native language to be able to have a message correspondence.

Likewise, Myers-Scotton (2006) points out code-switching as a sociocultural practice where emergent bilinguals use the linguistic elements of two languages to be able to carry out a communicative process. According to Myers-Scotton (2006), the Matrix Language Frame model is focused on linguistic elements that explain several ways in which emergent bilinguals use code-switching as a strategy to acknowledge communication in a foreign language.

Furthermore, Nguyen (2014) situates code-switching as a blueprint for bilinguals to achieve a significant message in a foreign language; therefore, this blueprint makes bilinguals use code-switching to reach a certain level of understanding in a foreign language communicative process; hence, a linguistic conceptualization occurs allowing a strategic linguistic variation process.

lyitoglu (2016) concluded that the educational community of the research used code-switching at the beginning of the lesson, as well as teachers used code-switching at different times and teaching processes where they created a common bond with students to help them with foreign language proficiency development. Corcoll (2013) demonstrated in the research that due to code-switching there was a small variation regarding foreign language acquisition, but there was a sustainable development of language awareness in the students that made them focused on the foreign language learning process.

Sardar, Alsamrayee Ahmad, and Yasin Mohamad Subakir's (2015) outcomes revealed that students used code-switching to overcome the linguistic barriers regarding vocabulary of a foreign language, therefore code-switching could help the students to communicate and express their ideas in a conversation. Gaebler (2014) stated in the research's outcomes that code-switching practice could be interfering with the target language development. Nevertheless, teachers respected students' needs and used the mother tongue as a teaching strategy during the instruction of the foreign language. The research demonstrated that code-switching could not always be as effective as it could be and that there will be a need to deeply scrutinize the author's research and the area of application.

Ron Simango's (2015) research established that code-switching practices lead to Jacobson's (2011) language alternation where there is a balanced use of the L1 and L2 within informal conversations, where linguistic development takes place. King & Chetty's (2014) finding contributes to the learning of a foreign language through the use of code-switching; considering it as a strategy that eases the learning process.

Shahnaz's (2015) & Horasan's (2014) research demonstrated that teachers and students favor code-switching use as an efficient strategy to achieve a foreign language. The research's participants also expressed that code-switching could be used with specific purposes and limitations as well.

The second question relates to the way code-switching impacts emergent bilinguals' language development as well as their perceptions and attitudes; several authors contribute to answering this question with their underpinnings and statements related to bilingualism development, proficiency in a foreign language and the way code-switching impacts it. Shin (2013) is someone who supports this inquiry question with contributions stating that foreign language proficiency can be acquired through code-

switching use. The reason for this is that people can hold linguistic variety from two different languages and demonstrate a bilingual practice throughout a communicative process.

Otherwise, a different perspective is held by Joshua Fishman (2020) who contributes to answering the second inquiry question stating that there is no linguistic equity regarding code-switching use because of the bilingual speaker preferences and choices respecting one language over another. This affects foreign language practice and, therefore foreign language development.

Khodashenas & Shahroody (2015) state that code-switching promotes foreign language development and proficiency whenever there is a language alternation, the speaker's reflection regarding linguistic elements that can be used in communicative practice. The authors contribute with a different perspective where the speaker's linguistic consciousness is constantly supplying linguistic feedback and proficiency.

Cohen (2014) affirms that different foreign language proficiency levels can be developed through the use of code-switching because it is performed as a linguistic strategy to achieve communicative interaction in a target language. Another fundament that helps to answer the second inquiry question is addressed by Iyitoglu's (2016) research establishing that code-switching contributes to foreign language proficiency and development. In the research, the author found out that students were motivated to learn a foreign language; to develop linguistic abilities in oral expression; and to understand better the structural rules of the foreign language promoting linguistic proficiency.

Corcoll (2013), stated in the research's outcomes that there was an improvement in the student's motivation, self-esteem, and classroom atmosphere due to code-switching practices in the classroom which impacted the students. Sardar, Alsamrayee Ahmad, and Yasin Mohamad Subakir's (2015) outcomes exposed that code-switching impacts and helps students to develop a sense of belonging, and due to code-switching practices the students could be able to identify themselves with a group having the same cultural background. According to Gaebler (2014), code-switching practices had an impact on the author's research and demonstrated that some students developed confidence when using L1 in their foreign language classes. Dewaele & Wei (2014) contributed with their research regarding positive attitudes development towards code-switching practices in students who had grown up, lived, or worked in a multilingual and ethnically diverse environment.

Summarizing the discussion and findings section of this research; the first inquiry question explores the fact of code-switching use for emergent bilinguals as a learning strategy to acquire a foreign language and it is supported by the contribution to code-switching practice as a learning strategy promoting bilingual education and foreign language proficiency. The second inquiry question relates to the way code-switching affects emergent bilinguals' language development as is reflected that code-switching fosters foreign language development through communicative practices, language variation, and awareness of its grammatical and linguistic elements.

Code-switching used as a learning strategy for English foreign language learners is very important and has a priority role in the educational community in a country like Mexico where English is considered one of the most important foreign languages to be learned, because of several reasons such as the tourist developments where there are many English speakers, and industrial development that makes English a linguistic need to be performed by many people from a professional and personal perspective.

Code-switching linguistic importance relates to learning English as a foreign language, therefore the English-only policy some schools have caused to teach English as a foreign language without the use of the L1, the student's mother tongue. Code-switching practices are a way to demonstrate that the English-only policy in Mexico can limit, up to some extent, foreign language learners to make meaningful connections among linguistic variations. Seyyed Hatam & Zohre (2015) point out that English-only policy research validated that the use of the native language by foreign language learners in the foreign language classroom benefits the foreign language learning process.

Code-switching can be considered an important practice from the teachers' and learners' perspectives towards learning a foreign language; likewise, their insights concerning the use of an English-only policy inside and outside of the foreign language classroom. Students' needs play an important role in the teaching and learning process; these needs should be considered when trying to approach significant learning; consequently, if code-switching is part of students' needs to develop foreign language proficiency, the English-only policy should be flexible. A flexible English-only policy implemented in a foreign language classroom promotes a humanistic methodology and a suitable learning environment, reaching students' needs and teachers' preferences for a successful educational process.

Another important factor to be considered regarding the use of code-switching is the positive and negative connotations that can be perceived by people who are close enough or related to the educational community where code-switching as a learning strategy

practices are being held. Usually, code-switching as a learning strategy in Mexico has a negative connotation due to the linguistic interference of the native tongue with the foreign language. Therefore, communication of what is happening in the foreign language classroom regarding code-switching is essential, especially to parents, tutors, policymakers, and educational authorities among others. At the same time, it is important to inform the aforementioned members of the educational community about the benefits and students' perceptions regarding code-switching as a learning strategy and its practices in the foreign language classroom such as the promotion of communicative process, linguistic awareness, and foreign language development in addition to other benefits of code-switching practices as a learning strategy.

In addition to what has been previously discussed about code-switching practices as a learning strategy for English as foreign language learners, it is understandable that learners try to relate the new linguistic data received from the foreign language. Linguistic associations are made up of relating foreign language learning scenarios and familiarizing them with previous linguistic knowledge acquired from the native tongue. Code-switching practices can help with this linguistic interference if it is promoted as a meaningful connection among language variations.

Code-switching can also help students develop foreign language awareness when they take it into practice; consequently when they are analyzing linguistic elements to be able to express a meaningful idea. Foreign language development through the use of code-switching as a learning strategy can be of great benefit to foreign language learners and their acquisition of the target language in a successful way. Finally, if code-switching is applied in the foreign language educative environment it can be beneficial for students, allowing them to have better linguistic correspondence and the development of the foreign language could be translated into a successful foreign language learning experience.

## 5. Conclusions

Nowadays, globalization and opportunities make our world so small that we can find many people from different cultures and nationalities in the same place (Shin, 2013; Grosjean & Li, 2013; Schmidt, 2014). This research explores how code-switching is part of an everyday educational environment and it is also considered a bilingual practice, where linguistic systems are bound up together and promote a communication process. Therefore, code-switching can be used to understand and help students' foreign language practices (MacSwan, 2014; Nguyen, 2014; Garcia & Li Wei, 2014). Code-switching practice relates to bilingualism with the outcome of combining two language systems, and the borrowing of words to understand and express ideas (Khodashenas & Shahroody, 2015; Ron Simango, 2015). Myers-Scotton (2006) deals with the fact that bilingualism is seen through an individual and a sociocultural perspective due to the growing population of bilinguals.

As a pedagogical orientation and communicative approach, code-switching is applied in a daily learning process that addresses how bilinguals switch among languages and makes it a meaningful idea of how social practices languages (Cohen, 2014; Schmidt, 2014).

The teaching and learning process can be difficult for students because every one of them has a different sociocultural and linguistic background. Therefore, code-switching is used as a conceptual and pedagogical strategy that eases the teaching and learning process to help students achieve foreign language learning (Iyitoglu, 2016; Corcoll, 2013). It can also be useful for teachers to understand a sociocultural perspective of how students can benefit from the use of code-switching as a learning strategy.

This research addresses what several authors have demonstrated in their scrutiny areas regarding the use of code-switching as a learning strategy for EFL learners; at the same time, it reflects how EFL learners use code-switching to achieve English as a foreign language as a learning strategy. It also reflects how code-switching is addressed from different perspectives where several authors contribute that code-switching is a linguistic variation within bilingual and multilingual education.

Code-switching can be helpful for foreign language learners as a learning strategy to achieve English; nevertheless, code-switching use can be helpful to achieve a communicative process for foreign language learners to be able to express and communicate a message.

This research reflects the relation between code-switching to bilingualism and multilingualism, but at the same time, technology and sociocultural practice have a meaningful influence on code-switching practices. Society, politics, culture, and traditions among other extralinguistic aspects, play an important role in the educational environment where educators and researchers need to know the learners' needs to have an overall clue of how several factors influence code-switching practices. Using code-switching as a learning strategy is important to enrich learners and provide them with the necessary tools and understanding of a foreign language. For a person to be successful in code-switching practices, he or she must have knowledge of the foreign language culture and linguistic features, as well as to be exposed and practice the foreign language to achieve effective communication processes.

No doubt emerging bilinguals are empowering bilingualism's educational policies; the benefits of being a bilingual or multilingual learner are becoming stronger in society. Globalization and the modern world are making learners find new ways to make linguistic connections meaningful through the use of code-switching practices. Teachers, parents, policymakers, future educators, and researchers, need to seek the best way to reach every learner in the educational community and help them achieve their academic goals.

This study is suggested for academics and educational researchers to encourage them to continue researching and investigating different characteristics and uses or applications of code-switching as a learning strategy for English as foreign language learners. It is also recommended for teachers and principals to allow code-switching with certain limitations for students to be able to express themselves and acquire linguistic proficiency in the target language, banning an English-only policy. Hence, code-switching in the foreign language classroom can be a way to promote different cultures and a way of respecting students' identities; consequently, students' integration into the classroom and a feeling of belonging to a certain community emerge and cultivate in a suitable learning environment.

Concluding, many factors have been and will be affecting bilingualism and multilingualism, such as code-switching, sociocultural practices, and technology resources in the educational environment and outside of it. An essential core for teachers, future teachers, researchers, policymakers, and educators is to use these factors as learning strategies to promote sociocultural practices, bilingualism, and multilingualism. Hence, the themes could be fruitful to understanding human beings' linguistic development through socialization in different contexts of situations daily.

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