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### **Code-Mixing and Code-Switching in Multilingual Classrooms: Enhancing Second Language Acquisition of English**

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#### **Abstract**

*In today's globalized world, multilingualism is increasingly important, as it involves not only the ability to communicate in multiple languages but also the capacity to transition between them seamlessly. This phenomenon, known as code-mixing and code-switching, has become a common feature in multilingual classrooms, particularly in the context of learning English as a second language.*

*This research paper aims to provide a comprehensive exploration of the dynamics of code-mixing and code-switching in multilingual classrooms and their potential to enhance the acquisition of English as a second language. By reviewing existing literature, the study examines the theoretical foundations underlying these language practices, as well as the cognitive and social implications that shape their usage and significance. Additionally, the paper explores the pedagogical applications of code-mixing and code-switching, investigating how educators can strategically leverage these language practices to create a more inclusive and effective learning environment for students acquiring English as a second language.*

**Key-words** *Code-mixing, Code-switching, English as a Second Language, Multilingual Classrooms, Second Language Acquisition etc.*

#### **Introduction**

The increasing diversity of students in educational settings has given rise to a multilingual landscape, where learners bring a rich tapestry of linguistic and cultural backgrounds to the classroom. Within this context, the phenomena of code-mixing and code-switching have emerged as both a challenge and an opportunity for educators seeking to foster effective second language acquisition of English. Code-mixing, the interweaving of elements from two or more languages within a single utterance or text, and code-switching, the deliberate alternation between languages, have become integral components of the communicative repertoire of multilingual individuals (Sitaram & Black, 2016).

Historically, these language practices were often viewed as signs of linguistic deficiency or a lack of proficiency in the target language. However, recent research has challenged this perspective, recognizing code-mixing and code-switching as sophisticated linguistic strategies that serve a variety of communicative and cognitive functions (Ezeh et al., 2022).

#### **Background**

Code-mixing and code-switching are common linguistic practices in multilingual classrooms, with roots in sociolinguistics. Multilingualism in education presents both

challenges and opportunities for fostering cross-cultural understanding and leveraging cognitive and social benefits (Tay, 1989) (Tai, 2021) (Ntelioglou et al., 2014). The ability to communicate effectively in English as a second language is crucial for individuals and communities, empowering them globally and locally (Mitra & Raj, 2011). Multilingual classrooms face distinct challenges in helping students acquire English, including navigating language barriers, balancing multiple languages, and addressing diverse proficiency levels (Wenjing, 2023)(Saud, 2019). Educators must find effective strategies to support English language development while leveraging linguistic diversity.

#### **Potential Benefits of Code-Mixing and Code-Switching for Second Language Acquisition (SLA)**

Code-mixing and code-switching, common features of multilingual communication, offer several potential benefits for the second language acquisition of English in multilingual classrooms. These language practices can enhance cognitive processes, support social and emotional development, and create pedagogical opportunities that improve the learning of English as a second language (Yacob et al., 2023).

Cognitively, code-mixing and code-switching can stimulate metalinguistic awareness, enabling students to compare and contrast language structures, identify linguistic patterns, and

develop a deeper understanding of the target language (Sitaram & Black, 2016). This cognitive flexibility can lead to improved problem-solving skills and increased language proficiency. Additionally, the strategic use of code-mixing and code-switching can create meaningful connections between the students' first language and the target language, facilitating the acquisition of new vocabulary and grammar.

From a social and emotional perspective, accepting and using code-mixing and code-switching can contribute to a more inclusive and supportive learning environment. This can boost students' confidence, sense of belonging, and willingness to participate actively in the learning process. Additionally, the ability to code-switch and draw upon their multilingual repertoire can empower students, allowing them to communicate their ideas, express their cultural identity, and navigate complex social interactions.

Pedagogically, teachers can leverage code-mixing and code-switching to create engaging and relevant learning experiences. By incorporating these language practices into lesson plans, teachers can tap into the students' linguistic knowledge, foster cross-cultural understanding, and promote the development of metalinguistic skills. Furthermore, the strategic use of code-mixing and code-switching can serve as a scaffolding technique, enabling students to access and comprehend academic content while gradually transitioning towards the exclusive use of the target language (Levine, 2012).

Overall, the potential benefits of code-mixing and code-switching for second language acquisition of English are multifaceted, encompassing cognitive, social, emotional, and pedagogical dimensions. By embracing these language practices and integrating them into the teaching and learning process, educators can create a more inclusive, engaging, and effective multilingual classroom environment that supports the development of English language proficiency.

### Objectives and Scope of the Study

This research paper aims to explore how code-mixing and code-switching can enhance the learning of English as a second language in multilingual classrooms. Specifically, it seeks to:

1. Understand the cognitive and linguistic processes underlying these language practices in multilingual settings.
2. Investigate how the strategic use of code-mixing and code-switching can support and facilitate the acquisition of English.
3. Identify effective teaching strategies and best practices for integrating these practices into English language instruction in multilingual educational contexts.
4. Examine the role of code-mixing and code-switching in improving English language acquisition.
5. Identify the pedagogical implications of these practices.

The study focuses on multilingual classrooms where English is the target language being learned. It will draw on relevant theories, research studies, and practical examples to provide a comprehensive understanding of the topic and offer insights into effective instructional approaches.

### Significance of the Study

This study examines the role of code-mixing and code-switching in enhancing English language acquisition among

multilingual learners. The findings provide valuable insights that can inform pedagogical practices and contribute to the understanding of multilingual language development. The study's relevance extends to educators, policymakers, and researchers in multilingual educational settings, as it can inform the design and implementation of language learning programs, teacher training, and curriculum development. Additionally, the study can contribute to discussions on the role of students' first languages in second language acquisition, promoting a more inclusive and holistic approach to language learning. The ultimate goal is to deepen the understanding of the interplay between code-mixing, code-switching, and second language acquisition, with the aim of enhancing educational practices and improving the language learning outcomes for multilingual students.

1. Relevance for educators, policymakers, and linguists.
2. Insights to inform language learning programs, teacher training, and curricular development.
3. Contribution to the ongoing discussions on the role of first languages in second language acquisition.
4. Potential to improve language learning outcomes for multilingual students.

### Methodology

This paper will conduct a thorough and in-depth review of the existing literature on code-mixing, code-switching, and their impact on the acquisition of English as a second language in multilingual classrooms. The literature review will critically analyze relevant theories, empirical studies, and real-world examples to develop a comprehensive and nuanced understanding of the topic. It will examine a diverse range of scholarly sources, identifying key themes, emerging trends, and critical gaps in the current research. Additionally, the study will gather first-hand insights through interviews and focus group discussions with experienced educators and researchers working in the field of multilingual education. By synthesizing these varied perspectives, the paper will formulate practical, evidence-based recommendations to enhance language learning outcomes for multilingual students.

### Literature Review

#### Theoretical Frameworks

Several theoretical frameworks provide a foundation for understanding the role of code-mixing and code-switching in second language acquisition. The Communicative Competence Theory emphasizes not just linguistic skills, but also the ability to use language appropriately in various social and communicative contexts (Alam, 2011). This theory highlights how code-mixing and code-switching can be strategic communication tools that multilingual learners use to navigate different linguistic and cultural environments effectively (Sitaram et al., 2019).

The Sociocultural Theory views language learning as a socially mediated process, where learners construct knowledge through interactions with more knowledgeable individuals, such as teachers and peers (Svensson, 2020). This theory suggests that code-mixing and code-switching can serve as a scaffold, allowing learners to leverage their existing linguistic resources to support the acquisition of the target language.

The Translanguaging Theory conceptualizes multilingual language use as a dynamic and integrated repertoire, where learners fluidly draw upon their full linguistic resources to make meaning and communicate effectively (Zano, 2022).

This perspective challenges the traditional view of language as separate systems, and instead, embraces the flexible and creative ways in which multilingual individuals navigate their linguistic resources.

These frameworks provide a multifaceted lens to examine the complex interplay between code-mixing, code-switching, and second language acquisition in multilingual classrooms.

### **Code-Mixing and Code-Switching: Definitions and Types**

Code-mixing and code-switching are common language practices in multilingual settings. Code-mixing is when words from one language are incorporated into the structure of another within the same conversation. Code-switching is switching between languages within a conversation or across different contexts. These strategies are often seen in multilingual classrooms and can be useful communication tools for language learners.

The literature describes various types of code-switching. Situational code-switching happens when speakers shift between languages based on the context, such as the location, people involved, or topic (Brice, 2000). Metaphorical code-switching involves deliberately switching languages to convey a particular meaning or emphasis (Hartmann et al., 2018). Tag-switching refers to inserting short expressions or discourse markers from one language into the structure of another (Sitaram et al., 2019). Emblematic code-switching uses single words or set phrases from one language within the framework of another, often for emphasis or cultural expression (Sankoff, 1998).

Understanding these different forms of code-switching is important for educators in multilingual classrooms, as it allows them to recognize and utilize the strategic language use of their students.

### **Pedagogical Perspectives**

Using code-mixing and code-switching in language classrooms can benefit and hinder second language learning. These practices can help students use their current language skills to better understand concepts, express ideas more effectively, and navigate different social and cultural contexts (Sitaram et al., 2019). This can increase engagement, confidence, and overall language proficiency. However, overusing these practices may prevent students from developing fluency in the target language, as they may become too dependent on their first language and not fully immerse themselves in the new one. Therefore, teachers should carefully and thoughtfully incorporate these practices, considering the specific needs and proficiency levels of their students.

Research has explored the potential educational benefits of code-mixing and code-switching. Some studies have found that using these strategies carefully can support learning by allowing teachers to clarify complex concepts, provide language assistance, and create a more inclusive and accessible environment for diverse learners (Çelik, 2003). Additionally, some experts argue that code-mixing and code-switching can help develop metalinguistic awareness and an understanding of the interconnected nature of multiple languages, which can enhance overall language learning (Tay, 1989).

However, overusing code-mixing and code-switching may hinder target language practice and fluency development. Researchers suggest gradually reducing these practices while increasing exposure to and practice with the target language, which may be a more effective approach to promote second language acquisition.

### **Empirical Findings and Implications**

Research suggests that strategic use of code-mixing and code-switching can benefit students' language development, engagement, and academic performance in multilingual classrooms. These practices can help learners clarify concepts, express complex ideas, and navigate social interactions more effectively. Additionally, code-mixing can facilitate vocabulary learning by allowing students to make connections using their first language (Çelik, 2003). However, excessive or uncontrolled use of these practices can hinder the development of target language proficiency. To strike a balance, teachers should leverage the benefits of code-mixing and code-switching while also providing ample opportunities for target language-only interactions and practice (Chen & Rubinstein-Avila, 2015). This may involve monitoring the use of these practices, providing explicit instruction on language-switching strategies, and gradually increasing target language exposure as students' proficiency progresses.

### **Multilingual Classrooms and Language Teaching Strategies**

The strategic use of code-mixing and code-switching can positively impact language development, engagement, and academic performance in multilingual classrooms. While these linguistic practices offer benefits, such as facilitating vocabulary learning and improving communication, they also require a thoughtful approach to balance the advantages and potential drawbacks. Multilingual classrooms present unique challenges, and teachers must employ flexible and inclusive strategies to support all students' language acquisition. Leveraging learners' first languages through code-mixing and code-switching can be a valuable resource, allowing teachers to introduce new concepts, explain complex grammar, and facilitate discussions on cultural differences, ultimately helping students make connections and express their ideas more effectively.

### **Code-Mixing and Code-Switching in Multilingual Classrooms**

#### **Classroom Dynamics**

In multilingual classrooms, code-mixing and code-switching are common occurrences as students and teachers move between their first language and the target language of instruction. These language practices can arise spontaneously during discussions, explanations, and informal exchanges, as individuals use their full linguistic repertoire to communicate effectively, clarify concepts, and express themselves. The fluid nature of code-mixing and code-switching in multilingual classrooms reflects the dynamic and adaptive use of language, as students and teachers continuously negotiate meaning and adjust their language choices to fit the context (Brice, 2000).

Effective language teaching strategies in multilingual classrooms should recognize and leverage the potential benefits of code-mixing and code-switching, while also providing ample opportunities for target language-only interactions and practice. For instance, teachers may strategically use code-switching to introduce new vocabulary or concepts, and then gradually increase the use of the target language as learners become more proficient. Additionally, teachers can encourage students to reflect on their own language use and provide explicit instruction on language-switching strategies to help them develop metalinguistic awareness and improve their communication skills.

#### **Negotiating Meaning and Improving Comprehension**

In multilingual classrooms, code-mixing and code-switching can help students better understand concepts and express their ideas more effectively (Maillat & Serra, 2009). When students struggle to communicate in the target language, they may use their first language to clarify ideas, ask for explanations, or share their thoughts. This can reduce confusion, facilitate shared understanding, and enable more active participation in classroom discussions and activities. Teachers can also use code-mixing and code-switching to check student comprehension, provide personalized feedback, and ensure all students can actively engage with the course content, regardless of their proficiency levels (Astrachan et al., 2003). By acknowledging and validating learners' linguistic abilities, educators can create a more inclusive and supportive environment where students feel empowered to use their full range of language skills to enhance their second language learning (Tai, 2021). Observations in multilingual classrooms show that both teachers and students frequently engage in code-mixing and code-switching. For instance, during a group discussion on environmental issues, a student smoothly transitioned between English and Mandarin to express a complex idea about climate change policies. The teacher then incorporated the student's code-switched phrases to provide clarification and build on the concept, demonstrating how these linguistic practices can facilitate meaningful exchanges and enhance understanding (Xiaoyun, 2023). Similarly, in a mathematics lesson, the teacher used code-mixing to introduce new vocabulary, pairing English terms with their equivalents in students' first languages, which helped students make connections and engage more actively with the subject material.

### Teachers' Perspectives

Teachers' attitudes and beliefs about using code-mixing and code-switching in multilingual classrooms can greatly influence the learning environment and the effectiveness of these practices. Understanding teachers' perspectives is crucial, as their views and approaches can either hinder or facilitate the integration of these linguistic strategies into teaching and learning (Gulzar, 2014). Some teachers may see these practices as detrimental to target language acquisition, while others recognize their potential benefits in supporting students' language development and engagement.

A study in a multilingual Indian school examined teachers' perceptions of code-mixing and code-switching (Sitaram et al., 2019). Most teachers acknowledged the advantages of these practices, particularly in helping students comprehend complex concepts, express ideas more effectively, and feel more comfortable participating (Uys & Dulm, 2011). Teachers also recognized that code-mixing and code-switching could serve as a bridge between students' first language and the target language, facilitating the transition and promoting more meaningful learning (Jiang et al., 2014). However, some teachers expressed concerns about over-relying on these practices, fearing they might impede students' progress in developing target language proficiency. To strike a balance, teachers emphasized the importance of strategically incorporating code-mixing and code-switching, while also providing ample opportunities for target language-only interactions and practice (Siddiq et al., 2020).

Teachers can effectively integrate code-mixing and code-switching in multilingual classrooms by acknowledging students' linguistic repertoires and strategically leveraging these practices to facilitate second language acquisition. This can involve using code-switching to introduce new concepts, providing explanations in students' first language, and gradually increasing the use of the target language. Explicitly teaching language-switching strategies can also help develop

students' metalinguistic awareness and communication skills. By recognizing the dynamic nature of language use in multilingual settings, teachers can create an inclusive environment that empowers students to utilize their full linguistic resources to enhance their second language learning.

### Students' Perspectives

Students' attitudes towards using code-mixing and code-switching in multilingual classrooms can significantly impact their English language learning. Some students find these linguistic practices beneficial, as they help them learn and communicate better, while others view them as hindering their progress in the target language (Dobbins & Rodríguez, 2012). Understanding students' perspectives is crucial, as their beliefs and responses shape the effectiveness of code-mixing and code-switching strategies used in the classroom.

Students who recognize the advantages of code-mixing and code-switching are more likely to use their linguistic skills to clarify concepts, express themselves effectively, and actively participate in classroom discussions and activities (Garantuzza, 2021). These students may feel empowered to utilize their full language abilities, fostering a more inclusive learning environment and enhancing their overall engagement with English. Conversely, students who perceive code-mixing and code-switching as detrimental to their English acquisition may be less inclined to embrace these practices, potentially hindering their progress and limiting their opportunities for meaningful target language use and practice (Gulzar, 2014).

Understanding students' perspectives on code-mixing and code-switching can help teachers develop inclusive approaches that address diverse learner needs, fostering a supportive multilingual environment that promotes English language acquisition.

Code-mixing and code-switching can significantly impact students' confidence and participation in English learning. By recognizing and validating students' linguistic repertoires, teachers can create an inclusive and supportive environment where students feel empowered to use their full range of language skills (Lin, 2020). This can boost students' confidence and encourage them to actively engage in classroom discussions and activities, leading to enhanced English language acquisition (Islam, 2023).

The strategic use of code-mixing, such as pairing English terms with their first language equivalents, helps students make connections and engage more actively, boosting their confidence and participation in the learning process. Code-mixing and code-switching enable students to express complex ideas more effectively and facilitate meaningful exchanges that enhance understanding.

### Enhancing Second Language Acquisition of English

Effectively integrating code-mixing and code-switching in multilingual classrooms can enhance second language acquisition of English (Ramadhaniarti et al., 2018). By acknowledging students' language skills and the dynamic nature of language use, teachers can create an inclusive and supportive environment that fosters engagement and participation.

One key strategy is strategic code-switching, where teachers alternate between the target language and students' first languages when introducing new concepts, explaining complex ideas, and clarifying instructions. This allows teachers to build on students' existing knowledge and language abilities, facilitating their understanding and engagement with English (Olivares, 2002). Teachers can also

explicitly teach language-switching strategies, empowering students to develop metalinguistic awareness and communication skills, ultimately improving their English proficiency.

Furthermore, incorporating students' code-mixed expressions into classroom discussions and activities can demonstrate the value of their linguistic resources, fostering a sense of inclusion and validation. This can increase students' confidence and encourage their active participation, leading to more opportunities for target language practice and acquisition (Yuan, 2021).

Recognizing the dynamic nature of language use in multilingual classrooms, educators can create an inclusive environment that empowers students to utilize their full linguistic repertoire, enhancing second language acquisition of English and fostering an equitable educational experience.

### **Cognitive Benefits**

Using code-mixing and code-switching strategically in multilingual classrooms can provide cognitive benefits for students. By drawing on their linguistic knowledge, learners can engage in more meaningful and complex cognitive processing, ultimately enhancing their second language acquisition of English (Kamal & Ramly, 2022). When students can seamlessly transition between their native language and English, they can communicate their thoughts and ideas more effectively, leading to deeper engagement with the course content. This fluency in language use can foster meaningful exchanges and enhance understanding, as seen in examples of teachers incorporating students' code-switched phrases to build on concepts (SAMEEN et al., 2021). Moreover, the strategic use of code-mixing, such as pairing English terms with their equivalents in students' first languages, can help students make connections and engage more actively with the subject material. This can result in increased retention, better comprehension, and a more enriching learning experience for students, ultimately supporting their second language acquisition of English (Herawati & Fitriani, 2021).

### **Affective Benefits**

Using code-mixing and code-switching in multilingual classrooms can also have positive effects on students' emotions and attitudes, further improving their English language learning. By acknowledging and validating students' linguistic abilities, teachers can create a more inclusive and supportive environment where students feel empowered to use their full range of language skills. This can boost students' confidence and encourage them to actively participate in class discussions and activities, leading to enhanced English language acquisition (Razak & Shah, 2020). Furthermore, teachers strategically using students' first languages, such as to build relationships, explain complex ideas, or provide emotional support, can help create a more welcoming and nurturing classroom atmosphere. This can reduce anxiety and apprehension, allowing students to feel more comfortable taking risks and engaging with English, ultimately improving their English language learning (Sastra & Adrianti, 2022).

### **Social and Emotional Benefits**

Integrating code-mixing and code-switching in multilingual classrooms can positively impact students' social and emotional well-being, enhancing their second language acquisition of English. By validating students' linguistic abilities, teachers create a more inclusive environment, empowering students to use their full language skills. This boosts confidence and encourages active participation,

improving English learning. Furthermore, teachers' strategic use of code-switching, such as using students' first languages to build rapport or explain concepts, can create a more welcoming classroom atmosphere. This can reduce anxiety, allowing students to feel comfortable engaging with the target language, ultimately improving their second language acquisition (Herawati & Fitriani, 2021). Integrating these practices can foster a sense of community and belonging, leading to increased peer support, collaborative learning, and cultural understanding, all of which contribute to more effective second language acquisition of English.

### **Pedagogical Strategies**

To effectively leverage the benefits of code-mixing and code-switching in multilingual classrooms, educators can employ a range of pedagogical strategies that cater to the diverse linguistic needs of their students.

One key strategy is to promote the strategic and intentional use of code-switching, where teachers judiciously transition between English and students' first languages to clarify concepts, introduce new vocabulary, or provide emotional support. This approach can help ensure that students fully comprehend the course material while building their confidence and engagement with the target language (SAMEEN et al., 2021).

Another effective strategy is to encourage code-mixing, where students are given the freedom to incorporate elements from their native languages into their English discourse. This can not only facilitate their understanding of complex ideas but also validate their linguistic identities and foster a sense of linguistic empowerment (Ezeh et al., 2022).

Additionally, educators can design classroom activities and assessments that capitalize on the students' multilingual repertoires. By incorporating tasks that allow for the use of code-mixing and code-switching, teachers can create a more inclusive and engaging learning environment, ultimately supporting their students' second language acquisition of English (Munawaroh et al., 2022).

### **Case Studies**

To further illustrate how code-mixing and code-switching can be applied in multilingual classrooms, we will examine several case studies from different educational contexts.

A study conducted in Indonesia observed two first-grade English teachers and analyzed their use of code-switching and code-mixing strategies. The findings revealed that the teachers employed various types of code-switching, such as tag switching, inter-sentential code-switching, and intra-sentential code-switching, to facilitate student understanding and engagement (Afriani, 2020). These teachers strategically transitioned between the students' native language and English to clarify complex concepts, introduce new vocabulary, and maintain classroom management, ultimately enhancing the learners' comprehension and participation.

Similarly, a study in Malaysia examined the code-mixing practices of English teachers in secondary school classrooms. The researchers identified the predominance of intra-sentential and intra-lexical code-mixing, where teachers incorporated elements from the students' first languages within their English discourse (Rahman, 2020). This approach enabled the teachers to build on the learners' existing linguistic knowledge, making the content more accessible and engaging for the students.

Another case study from the Philippines explored the integration of code-switching in a university-level English course (Garantuza, 2021). The researchers found that the

strategic use of code-switching by the instructor enabled them to clarify complex concepts, manage classroom dynamics, and foster a more inclusive learning environment. This, in turn, contributed to the students' enhanced acquisition of English (Rejeki et al., 2023). By judiciously transitioning between English and the students' native languages, the instructor was able to create a supportive and empowering learning environment that better met the diverse linguistic needs of the learners.

These in-depth case studies illustrate the diverse ways in which code-mixing and code-switching can be effectively implemented in multilingual classrooms, highlighting the significant potential benefits for second language acquisition of English. The strategic and intentional use of these multilingual practices can help create more inclusive, engaging, and effective learning environments for linguistically diverse students.

### Discussion

The existing research on code-mixing and code-switching in multilingual classrooms suggests that these flexible language practices can play a vital role in enhancing second language acquisition of English. By allowing for the strategic and intentional use of multiple languages, educators can create a more inclusive and supportive learning environment that better caters to the diverse linguistic backgrounds of their students.

When teachers strategically incorporate code-switching, they can leverage the students' first languages to clarify complex concepts, introduce new vocabulary, and provide emotional support. This can significantly improve students' overall comprehension and engagement with the target language (Jiang et al., 2014). Furthermore, encouraging code-mixing can help students build upon their existing linguistic knowledge, fostering a sense of linguistic empowerment and validating their identities. This, in turn, can facilitate more effective acquisition of English (Setiawan & Mandela, 2023).

The case studies presented in this paper illustrate the diverse and innovative ways in which code-mixing and code-switching can be implemented in various educational contexts, from primary schools to universities. These examples demonstrate the immense potential of these multilingual practices to not only enhance second language acquisition, but also create more inclusive, engaging, and equitable learning environments that better support the diverse linguistic needs of students.

As educators continue to navigate the complexities of teaching in multilingual classrooms, the strategic and intentional use of code-mixing and code-switching can serve as a powerful pedagogical tool to promote second language acquisition of English. By embracing the linguistic diversity of their students and incorporating these flexible language practices, teachers can create more empowering learning experiences that build upon students' unique linguistic and cultural assets. This can lead to improved student understanding, confidence, and overall proficiency in the target language.

However, the successful integration of code-mixing and code-switching requires careful planning, comprehensive teacher training, and a deep understanding of the students' linguistic and cultural backgrounds. Researchers and educators must also consider potential challenges, such as the risk of over-relying on native languages at the expense of target language development. Nonetheless, the growing body of research offers invaluable insights for creating more inclusive, equitable, and effective learning environments for linguistically diverse students.

### Conclusion

This paper examines how code-mixing and code-switching can be highly effective teaching strategies to improve students' second language acquisition of English in multilingual classrooms. The key research findings highlight the many benefits of these flexible language practices, including: better student understanding and engagement with the course material, increased student confidence and participation, and the development of stronger overall proficiency in English. The case studies show how teachers in various educational settings, from primary schools to universities, have skillfully used multiple languages to create more inclusive, engaging, and effective learning environments for their linguistically diverse students. By carefully transitioning between the students' native languages and English, these teachers were able to clarify complex concepts, introduce new vocabulary, manage the classroom, and foster a supportive learning environment that better met the diverse linguistic needs of the learners. Looking ahead, the paper advocates for further research and wider use of these multilingual teaching approaches, as they have great potential to support more equitable learning opportunities and academic success for students from diverse linguistic backgrounds. With careful planning, appropriate teacher training, and a deep understanding of the students' linguistic and cultural backgrounds, the strategic integration of code-mixing and code-switching can be transformative in enhancing second language acquisition of English and promoting inclusive, high-quality education for all.

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