



ENSEIGNER ET APPRENDRE LE FRANÇAIS

Dynamiques Pédagogiques, Linguistiques, et Littéraires



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CODE SWITCHING AND CODE MIXING IN LANGUAGE LEARNING AND TEACHING PROCESS

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Abstract

This article is a sociolinguistics study which was aimed to describe about the use code switching and code mixing in language teaching and learning process. Code-switching and code-mixing play significant roles in language learning and teaching, especially in multilingual classrooms. Both linguistic phenomena can be strategic tools for facilitating comprehension, and supporting language acquisition. When used thoughtfully, they can enhance understanding, support language development, and create a positive, inclusive learning environment. However, it is crucial for educators to strike a balance, ensuring that these strategies aid rather than hinder the ultimate goal of language proficiency. The method which was used in this article was theoretical-based method. It was a kind of method which describes things by using several explanations from several experts and several references. This article explores the functions and benefits of code-switching and code-mixing in language learning and teaching process, highlighting their impact on both learners and teachers.

Keywords: *code mixing, code switching, language learning, language teaching*

INTRODUCTION

Language serves as a communication tool enabling human interaction. In today's era of globalization, interactions between different ethnic and cultural groups have become increasingly widespread. Many communities utilize more than one language in their communication, a phenomenon known as multilingualism. The outcome of this multilingual context is code-switching and code-mixing, which can occur either consciously or unconsciously. Chaer and Agustina (2010) state that code-switching is the event of changing languages or language varieties by a speaker for specific reasons and performed consciously. Achmad (2013) adds that code-

switching encompasses changes between language varieties or dialects, as well as between languages, which can even include complete clauses or sentences following their grammatical rules, done consciously for particular reasons. This phenomenon is often a result of bilingualism.

Code-switching and code-mixing are common linguistic practices in multilingual environments. Code mixing means incorporating words from one language into structures of another language within the same conversation. Code switching means switching between languages within a conversation or across different contexts. These strategies are commonly used in multilingual classrooms and can be useful communication tools for language learners.

Understanding the different forms of code-switching is important for teachers in multilingual classrooms, as it enables them to recognize and utilize their students' language use strategies. The literature describes different types of code-switching. Situational code-switching occurs when speakers switch between languages based on context, such as location, people involved, or topic (Brice, 2000). Metaphorical code-switching involves deliberately changing language to convey a particular meaning or emphasis (Hartmann et al., 2018). Token shifting refers to the insertion of short expressions or discourse markers from one language into the structure of another language (Sitaram et al., 2019). Meanwhile according to Muysken (2004), code mixing is divided into three types, which are insertion, alternation, and congruent lexicalization.

Moreover, there are numerous factors contribute to the occurrence of code-switching and code-mixing. The primary factor is the bilingual or multilingual competence of the speaker and their interlocutor. Speakers proficient in two or more languages frequently switch between these languages, either consciously or unconsciously. Other influencing factors include changes in the situation and topic of conversation.

Those factors of utilizing both code switching and code mixing in language education settings may have an impact, on the acquisition of a language, by learners; these techniques empower students to utilize their existing language skills to grasp concepts more effectively and

express their ideas with greater clarity while adjusting to diverse cultural contexts (Sitaram et al., 2019). This method has the potential to increase student engagement levels and self-assurance while enhancing their competence. Frequent use of these methods could limit students from improving their skills in the target language as they might rely much on their language rather than fully engaging with the new language environment. Teachers should incorporate these techniques judiciously. With consideration, for their students' unique requirements and proficiency levels because excessive use of code-mixing and code-switching can obstruct the practice and development of fluency in the target language.

Code-switching can happen in diverse settings such as homes, schools, universities, markets, and other places, involving interactions among friends, family members, and colleagues. This study aims to explore the occurrence of code-switching and code-mixing among teachers and learner in an academic or education setting. The issue of code-switching and code-mixing are often unavoidable and emerges whenever speakers alternate between two or more languages they are proficient in.

Studying code-switching and code-mixing in language education is crucial, for several reasons. Firstly, these language practices are frequently observed in classrooms with students who speak languages and are vital for communication between educators and learners. Understanding the functions of these practices can provide insights, into how they either help or obstruct comprehension retention and active participation. Code-switching and code-mixing can serve as a bridge to fill gaps in understanding enabling students to utilize their language to grasp concepts more efficiently and express themselves more confidently.

The study titled "Analysis of Types of Code-Switching and Code-Mixing in the 65th Independence Day Speech by the Sixth President of Indonesia" written by Wibowo et al. (2017) investigates the use of code-switching and code-mixing in a formal setting. Conducted as a qualitative analysis, the research focused on Susilo Bambang Yudhoyono's speech during Indonesia's 65th Independence Day celebration. The findings reveal that intra-sentential code-switching was the most prevalent type, occurring 18

times, while other forms, such as inter-sentential switching and tag-switching, were absent. Additionally, the study identified code-mixing, particularly through insertion, which appeared six times in the speech. These linguistic choices highlight the interplay between Indonesian and English in official discourse, emphasizing the strategic use of English for emphasis, clarity, or conveying complex ideas. The research contributes to sociolinguistic studies by showing how prominent figures use language blending to address diverse audiences, maintain engagement, and emphasize key messages. This background supports the understanding of code-switching and code-mixing as not just communicative tools but as methods reflecting cultural and linguistic identity within multilingual societies.

Furthermore, this kind of study adds to our comprehension of language and social communication dynamics by shedding light on the intricacies of multilingual interactions and questioning the belief that language acquisition ought to be strictly monolingual, in nature. Exploring code switching and code mixing also emphasizes the significance of viewing student's abilities as valuable assets rather, than hindrances. This perspective can shape language education policies and practices that align with real-world language use, promoting a more holistic approach to language learning that values and incorporates students' multilingual backgrounds.

METHOD

The method employed in this article is a theoretical-based approach, which focuses on describing phenomena through detailed explanations supported by expert opinions and a variety of scholarly references. This method allows for an in-depth exploration of the existing literature and expert viewpoints to build a comprehensive understanding of the subject matter. Specifically, this article delves into the functions and benefits of code-switching and code-mixing within the language learning and teaching process, using insights from various linguistic and educational studies. The approach emphasizes how these linguistic practices influence classroom dynamics, examining their dual impact on both learners and teachers. By synthesizing theoretical perspectives, this method provides a structured

analysis that not only identifies the pedagogical roles of code-switching and code-mixing but also underscores their value in facilitating better comprehension, active participation, and an inclusive learning environment. The theoretical-based approach thus serves as a vital tool for illustrating how these practices contribute to or challenge language acquisition, enriching the discourse on effective teaching strategies in multilingual contexts.

RESULTS AND DISCUSSION

The article titled "Code Mixing Used by the Teacher in Teaching English at SMP Negeri 14 Baubau" written by Melansari et al. (2023) explores the types and reasons behind the use of code mixing by an English teacher at the school. This qualitative descriptive study involved classroom observations and interviews to collect data. The analysis identified three main types of code mixing: insertion, alternation, and congruent lexicalization, with alternation being the most dominant. The study found that the teacher used code mixing primarily due to students' low English proficiency, making it necessary to ensure comprehension. Code mixing also served as a method for repetition to clarify lessons and was influenced by the teacher's habitual language use. The study concludes that code mixing facilitated student understanding and effective learning, highlighting its role as an adaptive teaching strategy in bilingual learning environments.

Moreover, the study written by Setyawati et al. (2023) titled "Types and Reasons for Code-Mixing in WhatsApp Group Communication Among University EFL Lecturers and Students" investigates the prevalence of code-mixing within a WhatsApp group comprised of lecturers, students, and staff from the English Department at Universitas Abdurachman Saleh Situbondo. This qualitative research, utilizing Muysken's (2004) framework for types of code-mixing and Bhatia's (2008) framework for reasons, revealed that the insertion type was dominant, with no instances of alternation or congruent lexicalization. The situational factor emerged as the most frequent reason for code-mixing, as

participants adjusted their language use according to the group context, which involved familiar academic and social interactions. Additional motivations included participant roles and relationships, message-intrinsic factors, and language attitude, dominance, and security. The findings align with earlier studies that emphasize how bilingual communication in educational and social settings often incorporates code-mixing to enhance comprehension, maintain engagement, and foster a comfortable communication environment.

Another article by Zhang (2023) explores Chinese teachers' attitudes towards using code switching as a pedagogical strategy in EFL classrooms. Through in-depth interviews, it is found that both teachers view code switching positively for its effectiveness and communication benefits. Factors such as students' proficiency and national education mode influence their code-switching behavior. The study aims to increase awareness of teachers' diverse stances on pedagogical code switching. Code switching in language learning and teaching is a common practice in classrooms, involving the use of both the first language (L1) and second language (L2) in instruction. It is seen as a pedagogical strategy for giving instructions and promoting student-teacher relationships. While widely suggested for practical teaching, some teachers may feel ambivalence towards using code switching despite its benefits. There is a debate among educators regarding the use of code-switching as a language teaching strategy. Some believe in using only the target language, while others acknowledge the importance of code-switching in EFL classrooms. Different views on pedagogical code-switching exist, showing the complexity and diversity of people's perceptions. Attitudes towards language teaching involve affection, cognition, and behavior components. Greek philosophers initially introduced the trichotomy method dividing human experience into feeling, acting, and knowing. This model has been widely used in emotion evaluation and attitude research across various fields like psychology and linguistics. Sociolinguistics studies show differences in code-switching practices influenced by sociocultural factors, with a focus on

attitudes towards code switching in Chinese EFL contexts, particularly in university settings.

Furthermore, the article entitled "Code-switching in Multilingual Classrooms: Dynamics and Pedagogical Implications," published in the *Journal of Language and Education* by Albirini (2024), extensively discusses code-switching within classroom settings where multiple languages are spoken. It looks into how this practice is manifest and goes on to assess its potential benefits and challenges to teaching and learning within linguistically diverse environments. The definition of code-switching has been varied, but for most, it would be the temporary switching from one language to another within a single conversation. Bilingual and multilingual speakers code-switch because it enables them to portray themselves in different social contexts or to express their opinions more readily in a situation. In this case, code-switching, therefore, plays a role in classroom dynamics, both student-to-student and teacher-to-student interactions. For students, it serves to explain an idea, maybe to include peers who are less good with the first language; it equally aids in the social development of the relationships. For the teacher, it is a means of explaining abstruse ideas, ensuring a particular need of a student, or merely developing a rapport with linguistically varied learners.

Accordingly, the pedagogical effectiveness of code-switching is multifaceted; it enhances comprehension because the teacher may switch into the more familiar language to assist the students in grasping concepts that are not immediately cognizable; establishes a more inclusive learning environment in which the participation of students is increased; and code-switching can also support cognitive development by enhanced cognitive flexibility and sharpened language awareness. However, there is a reason to be concerned: poorly defined or inconsistent patterns of switching may generate confusion, and overreliance on code-switching may put at a disadvantage student who have poor proficiency in the dominant language. In addition, code-switching can mirror and reinforce power differences between languages or social groups represented in the classroom by

shaping the nature of social relations. Therefore, it was a comprehensive analysis that located strategic uses of code-switching in educational settings in order to reaping its benefits by reducing possible drawbacks.

Another article by Thao & Minh Tam (2024) entitled "EFL Teachers' Beliefs and Practice of Code-Switching: A Case Study at Ba Ria – Vungtau University" examines the beliefs and practices of English as a Foreign Language (EFL) teachers regarding code-switching in Vietnam. It aims to understand the forms and functions of code-switching, as well as teachers' attitudes toward its use in classroom instruction, and how these beliefs align with their actual teaching practices. Through a case study involving nine EFL teachers and 59 students, data was collected via classroom observations, questionnaires, and semi-structured interviews, focusing on non-English major elementary-level classes where code-switching is more prevalent due to students' varying levels of English proficiency. The findings revealed that teachers primarily used code-switching for vocabulary explanations, grammar instruction, giving task directions, and ensuring comprehension, while most maintained a positive attitude toward its necessity and benefits in enhancing understanding and classroom management. Despite some concerns about over-reliance on the native language potentially hindering second language fluency, students generally supported code-switching, citing its role in facilitating understanding of complex material and fostering a comfortable classroom environment. The study concludes that code-switching is a natural and often necessary aspect of EFL instruction, particularly for lower-proficiency students, highlighting its practical benefits while also acknowledging the tensions between its use and the norms of language teaching that favor immersion in the target language.

The article "Code-Switching in Multilingual Societies" done by Mona (2024) delves into the practice of code-switching, where speakers alternate between languages within conversations, as a common occurrence in multilingual contexts. The research, conducted through desk research and secondary

data collection, identifies code-switching as a strategic linguistic behavior used to fulfill various communicative needs and express social identities. It emphasizes that code-switching is embedded in social, cultural, and educational interactions, serving functions such as clarifying meaning, expressing solidarity, and establishing social hierarchies. This phenomenon is framed within sociolinguistic, language contact, and identity theories, which underscore its role in identity negotiation and social interaction. The study also highlights the importance of recognizing linguistic diversity and suggests that code-switching should be viewed as an integral part of communication rather than a deviation from language norms. Recommendations for future research include exploring deeper sociolinguistic motivations, adopting comparative approaches, and implementing inclusive language policies to support multilingualism and linguistic equity.

The article "Exploring Code-Switching and Code-Mixing in English Language Classes at the Undergraduate Level in Pakistan" by Shahid et al. (2024) investigates the prevalence, patterns, and underlying factors influencing these linguistic practices at Superior University Lahore. Through a qualitative approach involving classroom observations, interviews, and surveys with teachers and students, the study reveals that code-switching and code-mixing are widespread, serving various pedagogical and social functions. Key findings indicate that educators and students recognize code-switching as a natural and sometimes essential part of language learning. Teachers highlighted its role in clarifying complex concepts, facilitating comprehension, and creating an inclusive learning environment, particularly for students struggling with English proficiency. However, while some teachers embraced it as a helpful tool, others remained neutral, stressing contextual appropriateness, or viewed it negatively, citing concerns about reliance on native language impeding English fluency. Students expressed mixed views: many valued code-switching for its supportive role in understanding difficult material, while others worried it might limit their language development. The research underscores the complexity of integrating code-switching and code-mixing in education,

emphasizing the importance of balancing these practices to enhance language acquisition while promoting immersion and proficiency.

Dr. Shambhavi Kumari's (2024) research study investigates the role of code-mixing and code-switching in multilingual classrooms in improving English acquisition as a second language. These linguistic habits, which were previously seen unfavorably, are now regarded as beneficial tools that educators can intentionally employ to create a more inclusive and effective learning environment.

Mixing and code-switching are prevalent in multilingual classrooms, and they have sociolinguistic roots. Multilingualism in education offers both obstacles and opportunity for cross-cultural understanding and cognitive benefits. Effective English communication is essential worldwide. Multilingual classrooms encounter difficulties in learning English, but they can benefit from code-mixing and code-switching, which improve cognitive processes, social-emotional development, and teaching opportunities.

CONCLUSIONS

The literature collectively illustrates the nuanced role of code-switching and code-mixing in the language teaching and learning process. These practices are widespread and deeply embedded in multilingual classrooms, serving as vital tools for enhancing comprehension, facilitating communication, and creating inclusive learning environments. Research by Melansari et al. (2023) and Setyawati et al. (2023) highlights that both teachers and students employ these strategies to bridge language gaps, with benefits such as improved understanding of complex concepts and clearer instruction. Zhang (2023) and Albirini (2024) further detail the pedagogical advantages, such as fostering cognitive flexibility and establishing better rapport between teachers and students. These studies also acknowledge that strategic use can support cognitive and social development.

However, the literature also underscores potential challenges. Over-reliance on code-switching and code-mixing can lead to confusion and hinder the development of fluency in the target language. Concerns about maintaining a balance between using these strategies for effective communication and adhering to immersion-based teaching practices were noted by Thao & Minh Tam (2024) and Shahid et al. (2024). These findings stress the importance of employing code-switching and code-mixing thoughtfully to avoid hindering language acquisition while reaping their pedagogical benefits.

Additionally, works by Mona (2024) and Dr. Shambhavi Kumari (2024) expand on the sociolinguistic and cognitive dimensions, indicating that these practices contribute not only to language learning but also to social identity and interaction within the classroom. The overall conclusion drawn from these studies is that code-switching and code-mixing are indispensable in multilingual education, but their use must be carefully managed. By integrating these practices in a balanced and intentional manner, educators can enhance language learning experiences, promote engagement, and cater to the linguistic diversity of their students while supporting the ultimate goal of language proficiency.

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