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AN ANALYSIS OF CODE-SWITCHING AND PATTERNS BETWEEN STUDENTS AND A LECTURER IN HIGHER EDUCATION SPEAKING CLASS

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Abstract: By examining the patterns of code-switching and code-mixing among Ma'soem University fourth-semester English education students, this study aims to analyze the pattern of code-switching and code-mixing in speaking classes. The study employs a qualitative descriptive methodology, capturing instances of these linguistic behaviors through observations, interviews, and documentation. The study groups communicative functions, contextual triggers, and different types of language alternation according to the theories of Grosjean (1982), Myers-Scotton (1993), and Muysken (2000). The results show that code-switching and code-mixing improve comprehension, facilitate cross-cultural learning, and greatly improve students' educational experiences. The most common pattern is insertional code-switching, which enables students to use vocabulary from several languages to more accurately communicate complicated ideas, especially when literal translations are inadequate. On the other hand, tag-switching seems to be the least common and frequently happens accidentally. The complex interplay among language proficiency, communicative requirements, and cultural identity in the context of education is reflected in these patterns. The results of this study imply that code-switching and code-mixing are essential to successful communication, cultural expression, and language acquisition rather than just being linguistic phenomena.

Keywords: code-mixing, code-switching, higher education, speaking class

INTRODUCTION

In higher education, it is common for students and lecturers to switch or mix codes, which raises serious questions about how this affects communication and learning. Despite being widespread, these practices have a big impact on the discourse in education. Code-mixing and code-switching are viewed as tactical tools that manage discourse, express identity, and transmit social cues via the prisms of Auer's Sequential Analysis (2010, 2013), Heller's Identity Construction Theory (1988), and Gumperz's

Interactional Sociolinguistics (1982). These linguistic phenomena, which are woven into the conversational flow, have an impact on the communication dynamics and overall educational experience in multilingual settings by influencing the interactions between students and lecturers. In increasingly diverse higher education contexts, it is critical to acknowledge the complexities of these practices in order to foster an inclusive and productive learning environment.

According to Gardner-Chloros (2009), code-mixing is the blending of elements from different languages within a single utterance, whereas code-switching is the alternating use of two or more languages during a conversation. Deciphering the patterns and purposes of code-switching and code-mixing in speaking classes at higher education is crucial to understanding the complexities of classroom discourse and encouraging effective discourse.

The possible effects of code-switching and code-mixing on students' language proficiency and learning outcomes in speaking classes in higher education are a crucial concern. These linguistic practices can make multilingual settings easier to communicate in, but they can also make it more difficult to become proficient in the target language — in this case, English. Frequent code-switching and code-mixing may limit students' exposure to the language, which would hinder their ability to practice and immerse themselves in the language. These skills are essential for developing fluency and confidence in both academic and professional settings. The balance between allowing for linguistic diversity and making sure that students acquire the language skills required for success in higher education and beyond is seriously raised by this issue.

In this case, the researcher is going to thoroughly analyse the patterns of code-switching and code-mixing that occur between students and lecturer in speaking classes for higher education; to determine the causes of and functions for code switching and code-mixing in educational institutions. This study strives to make a substantial contribution to our understanding of language use dynamics within speaking classes in higher education by addressing the aforementioned research objectives. The research's conclusions may influence initiatives for developing curricula, methods of instruction designed to improve communication and learning outcomes in this setting, and language teaching strategies. Additionally, this study attempts to advance theoretical knowledge and useful applications in the field of linguistics by enhancing academic discourse on bilingual and multilingual communication in educational settings.

Past research has shed important light on code-switching and code-mixing in a variety of educational contexts. In an investigation of these phenomena in classroom interactions in international or semi-international schools, for example, Syam (2023) found that convergent and divergent questions were important catalysts for language alternation. Melysa, Sinambela, and Pasaribu's research from 2022 also showed that interpersonal functions were the main drivers of code-switching and code-mixing, with tag switching being the most common type. These studies emphasize how society shapes language use and how language alternation serves practical goals like lexical needs fulfilment and point emphasis. Furthermore, Novianti and Said (2021) looked at classroom communication and discovered that code-switching and code-mixing were used by both teachers and students for a variety of purposes, such as message qualification, repetition, and personalization.

Even though code-switching and code-mixing have been extensively studied, little is known about how they manifest and what their communicative functions are in speaking classes in higher education. There is a shortage of research expressly looking at language alternation in higher education speaking classes because previous studies have

mostly concentrated on general classroom interactions or particular subject areas. The need for a more complex understanding of the dynamics of code-switching and code-mixing in this context is highlighted by this research gap.

LITERATURE REVIEW
Bilingualism and Code-Switching

All age groups and social classes in contemporary societies are highly bilingual, which frequently results in people or communities speaking two languages during a single conversation (Waluyo, 2017). This linguistic phenomenon, which is frequently influenced by social context, cultural identity, and language proficiency, enables speakers to switch between languages to convey specific messages (Krishnasamy, 2015; Auer, 2010). Language choice is influenced by the interactional needs and social goals of the conversation, and code-switching usually happens during speaker turns or at potential turn boundaries (Wardhaugh, 2010; Auer, 2013).

Code-Mixing

The blending of elements from several languages into a single sentence or discourse is known as code-mixing, which is closely related to code-switching (Poplack, 1980). Whereas code-switching requires a clear linguistic shift, code-mixing allows for a more adaptable arrangement of linguistic elements. In multilingual communities, language blends are often employed to bridge linguistic gaps, convey social meaning, and express cultural identity (Backus, 1992; Auer, 2013). Code-switching, or the practice of speakers switching between languages fluently and without strictly following grammatical rules in order to express ideas that flow better in one language than another, is most common in informal or casual conversations. In a sentence like "I'm going to the tienda to buy some groceries," the speaker skillfully combines Spanish and English. Using the most appropriate terms from each language, this mix effectively conveys the message while reflecting the speaker's bilingual identity.

Pattern of Code-Switching and Code-Mixing

Different patterns of language switching can arise from linguistic, social, and situational factors. The process of inserting a tag phrase or word from one language into an otherwise bilingual statement is known as tag-switching. Other common patterns of code-switching include alternational switching, which occurs when speakers switch between languages at clause or sentence boundaries, and insertional switching, which occurs when words or phrases from one language are inserted into another. (Auer, 1998; Myers-Scotton, 1993). Contrarily, code-mixing patterns include alternation—when speakers switch between languages at specific points in an utterance or between sentence boundaries—and congruent lexicalization and morphosyntactic integration, which combine elements from various languages while maintaining grammatical consistency. Insertion is the process of integrating discrete vocabulary words or sentences from one language into another while typically preserving the dominant language's syntactic organization (Muysken, 2000).

Reasons of Code-Mixing

Code-switching and code-mixing have a variety of underlying causes, both psycholinguistic and sociolinguistic. Sociolinguistically speaking, these actions have useful functions like promoting cultural affinities, expressing group identity, and easing communication in situations where multiple languages are spoken (Heller, 2008; Auer, 2013). People in multilingual communities frequently use language as a social identity

marker, switching between languages to show solidarity with their interlocutors or to identify with particular social groups. For instance, speakers may switch between languages during a discussion to highlight a common cultural background or to fortify ties between group members. Psycholinguistically, cognitive processes that allow speakers to make the best use of language resources by utilizing the grammatical structures and vocabulary of multiple languages have an impact on code-mixing (Hoffman, 1991). Because of their cognitive flexibility, speakers can easily combine terms from various languages, especially when one language provides a more accurate or comfortable way to express a particular idea. Such behaviour shows how language alternation is strategically used to navigate the complexities of multilingual communication, and it also improves communication efficiency and reflects the sophisticated cognitive abilities of bilinguals.

METHOD

Using a descriptive qualitative methodology, this study looks into the intricacies of code-switching and code-mixing among English education students in their fourth semester. In order to provide a deeper understanding than what can be obtained from numerical data alone, the descriptive qualitative approach is chosen to capture the complex and nuanced language behaviours that naturally emerge within educational contexts. With the use of three different data collection techniques—observations, interviews, and documentation—this methodology enables a thorough examination of language practices. The research attempts to give a thorough and contextually rich picture of how students use and switch between languages in their academic environment by concentrating on these qualitative aspects. The motivations, purposes, and contextual cues of code-switching and code-mixing can be thoroughly examined with the help of this method, which provides insightful information about the dynamics of multilingual communication in higher education settings.

The participants in this study are the fourth semester students of English education department of Ma'soem Universiy. Data collection techniques employed in this study are observations, interview, and documentation. The main goals of the observations were to pinpoint the precise languages that are being used, the situations in which the students switch between languages, and the times and methods by which they do so. The observations were conducted in four meetings. To get a deeper understanding of the participants' viewpoints on their use of multiple languages, semi-structured interviews were held. Through these interviews, the researcher was able to delve deeper into the reasons behind code-switching and code-mixing, including whether they are employed for identity expression, clarification, or other communicative objectives.

All recordings made during observations and interviews were verbatim transcribed after the data was gathered. To enable a methodical analysis, these transcriptions were then divided into units of analysis, such as utterances or sentences. In order to classify cases of code-switching and code-mixing according to recognized typologies, a coding system was created (Poplack, 2018). In order to code language alternation, different categories such as insertion, alternation, tag-switching, and contextual triggers like topic shifts and audience changes were used, in addition to communicative functions like emphasis, clarification, and solidarity.

FINDINGS AND DISCUSSION

This chapter examines the patterns of code-switching and code-mixing that occur between students and lecturer in speaking classes for higher education; to determine the causes of and functions for code switching and code-mixing in educational institutions in

an effort to identify the underlying causes and functional aspects of this linguistic phenomenon. Data on code-switching and code-mixing patterns among students in higher education speaking classes offer insightful analyses of the dynamic interplay of languages within educational settings.

This chapter offers a nuanced examination of the ways in which code-switching and code-mixing facilitates social, cultural, and communicative functions in speaking classes in higher education through an extensive analysis of observed interactions and contextual observations. Teachers can learn a great deal about creating inclusive and productive language learning environments that cater to the linguistic diversity of their students by clarifying these dynamics.

Pattern of code-switching

Code-switching is a common practice among lecturers and students alike, whereby they switch between languages to accomplish different communicative objectives. The two types of code-switching that fall under this category are alternate national code-switching (Grosjean, 1982) and insertional code-switching (Myers-Scotton, 1993), which involves seamlessly integrating terms from different languages to convey nuanced meanings or emphasize cultural nuances. Another technique used to get confirmation or highlight points is tag-switching, which involves putting tags or interrogative phrases from one language into another (Auer, 1998). These patterns show how to use language strategically and with flexibility to navigate social contexts in educational settings. The information was gathered using qualitative techniques, such as interaction recordings and transcriptions, and it was examined to show how code-switching improves communication clarity and modifies language use to accommodate audience comprehension in multicultural learning contexts.

Several instances of code-switching have been found after the video and audio recordings from the fourth-semester speaking class were observed and transcriptions made. These illustrations offer insightful perspectives into the language techniques used by teachers and learners alike. Here are some instances of code-switching that have been noticed:

Table 1. Code-switching pattern analysis
Taken from Discussion between students and lecturer

Speaker	Example	Pattern
Student	Because the uniforms *yang kita tahu*	Insertional code-switching
Lecturer	Yes, and then maybe ID card *juga bukan ya*	
Student	Free, free, free, *bebas*	
Student	when I talk to strangers, *tukang bakso*, I was very greedy when I order the food	
Lecturer	So, *sekarang Dewi ya, yang sendiri*. Okay, and then Agung *dan kang* Andri, they will be together and become one group.	Alternate national code-switching
Student	So, if you didn't agree, I think, *itu sama saja mengabaikan Papua*	

Student	But… *jadi intinya gatau gitu definisi buat orang itu apa.* That is not my family, that is not my… Relatives, That is not my… Neighbor.	
Student	but I don't know, I don't know, if there is, *kejadian terulang lagi.*	
Lecturer	But again, it can cause social gap. The other negative things from without uniform is actually social gap. And it will happen actually, I think. But actually, even with or without uniform, social gap, or maybe inequality, let's say inequality, *ketidaksetaraan yah* still can be visible actually. For example, from the bag, from the shoes, still it is visible actually,	Tag-switching
Student	I was very introvert, so of course actually I have, yes, I change, I can talk to strangers now *mah*	

The examples provided here are the most notable and representative of the main patterns found, though there are numerous additional instances available from the transcribed data. After going over these noteworthy examples, in order to better understand the underlying linguistic and communicative phenomena, we will now move on to a thorough analysis of a few chosen cases.

Insertional code-switching

Speaking classes in higher education feature a variety of code-switching patterns from both the lecturer and the students, each of which serves a different communicative purpose and demonstrates the students' linguistic versatility. In order to improve communication and convey complex meanings, the lecturer regularly uses insertional code-switching, which blends English and Indonesian seamlessly within sentences (Appendix 3). Phrases like "Because the uniforms *yang kita tahu*" and "Yes, and then maybe ID card *juga bukan ya,*" which incorporate Indonesian terms into English speech to express ideas that have particular cultural connotations, are examples of this practice.

A number of code-switching patterns become apparent when looking at the student conversations (appendix 4), which illustrates the flexible ways bilingual speakers negotiate social and linguistic contexts. Insertional code-switching, in which Indonesian words are subtly incorporated into sentences that are primarily composed of English or a mix of languages, is one notable pattern found. Students commonly use terms like "*bebas*" and "*tukang bakso*" in their conversations, as evidenced by statements like " when I talk to strangers, *tukang bakso,* I was very greedy when I order the food." The insertion of words from one language into a discourse dominated by another by bilingual speakers to convey particular nuances or meanings that might be difficult to express in a single language is in line with Myers-Scotton's (1993) framework of insertional code-switching. Speakers can emphasize familiarity or emotional connections with these insertions, which have both pragmatic and social purposes. These insertions allow speakers to highlight familiarity or emotional ties while also fulfilling pragmatic and social purposes.

Alternate national code-switching

Alternate national code-switching is another pattern that has been noticed, in which speakers alternate between using English and Indonesian at sentence or clause boundaries. Talks about personal experiences and transformations displayed this tactical switching, as in " but I don't know, I don't know, if there is, *kejadian terulang lagi.*"

According to Grosjean (1982), this technique enables speakers to successfully negotiate identity, affiliation, and emphasis in bilingual environments. Depending on the situation or target audience, speakers may choose to emphasize specific concepts or feelings by flipping between languages. This pattern highlights the flexibility and adaptability of language use in a variety of social contexts while also promoting social identity markers within bilingual communities.

Furthermore, students participate in the pattern of alternate national code-switching by alternating between Indonesian and English at the sentence or clause level, even though the lecturer does not specifically demonstrate it. In situations where one language may be more appropriate or expressive than the other, this deliberate switching between languages aids in the precise expression of ideas and the conveyance of cultural subtleties. Such linguistic adaptability demonstrates the students' bilingual proficiency and their capacity to successfully navigate challenging social and intellectual discussions.

Tag-switching

Tag-switching is evident in the lecturer's delivery, as English phrases such as "right?" are interjected into Indonesian sentences to elicit agreement or highlight particular points (appendix 3). Statements like "let's say inequality, *ketidaksetaraan yah* still can be visible actually." demonstrates how the lecturer employs bilingual communicative strategies to pique students' interest and improve discourse coherence.

Additionally, appendix 4 shows instances of tag-switching, in which speakers incorporated tags or interrogative expressions from one language into statements that were primarily in Indonesian or mixed. To engage the listener or get confirmation, for instance, the word "mah" was used in sentences like "I was very introvert, so of course actually I have, yes, I change, I can talk to strangers now *mah.*" According to Auer (1998), tag-switching improves coherence and engagement in bilingual conversations by bridging linguistic gaps and encouraging shared understanding among speakers.

These code-switching patterns play a strategic role in educational settings, facilitating comprehension, fostering cross-cultural exchange, and enhancing the educational experience for students with varying linguistic backgrounds, as revealed by the analysis of these patterns. In light of these observation, it is significant to highlight that tag-switching is the least used pattern of code-switching among the others. This infrequency is mostly due to the fact that tag-switching frequently happens as a result of people unintentionally inserting words from their mother tongue. Conversely, insertional code-switching is the most frequently seen pattern. The main reason for using this pattern is that there are some ideas or expressions that cannot be translated directly into the target language. As a result, people turn to speaking in their mother tongue in order to communicate more effectively.

Pattern of code-mixing

This study uses data gathered from speaking classes in higher education settings, including both students and lecturers, to examine the complex patterns of code-mixing. A complex interaction of linguistic, social, and situational factors is reflected in code-mixing, the phenomenon where speakers effortlessly incorporate elements from multiple languages or linguistic varieties into their discourse. This study explores a number of code-mixing patterns found in natural speech, such as congruent morphosyntactic integration, insertion, alternation, and lexicalization.

Several instances of code-mixing have been found after the video and audio recordings from the fourth-semester speaking class were observed and transcriptions made. These illustrations offer insightful perspectives into the language techniques used

by teachers and learners alike. Here are some instances of code-switching that have been noticed:

Table 2. Code-mixing pattern analysis
Taken from discussion between students

Example	Pattern
can't maybe, uh…*pesan*?	
when I do *aktivitas*, do activities	
there are always… *selalu ada teh apa*?	
And half of our class didn't come to the event and the *kosma* didn't chat with some of our…class, especially me.	Insertion
I felt when I had an awkward moment with the *kosma* because he was upset with some of us.	
when we were in *Tabligh Akbar*	
I think that *shal*, it is include to the uniform	
Engga, jadi… Mazhab, Because, she is NU. And, I'm a Persis at that time. So, when we have a topic. About *sholat*, about *wudhu* maybe or the argument that we have is… About, you know, *Tahlilan*.	Congruent morphosyntactic integration
I think the *bapak-bapak* pun can be friends.	Congruent lexicalization
The presentation-*nya* and also the report-*nya*	

The examples provided here are the most notable and representative of the main patterns found, though there are numerous additional instances available from the transcribed data. After going over these noteworthy examples, in order to better understand the underlying linguistic and communicative phenomena, we will now move on to a thorough analysis of a few chosen cases

Insertion

An analysis of code-mixing patterns in educational discourse, based on the data presented, shows how languages and linguistic components interact dynamically within a single conversation. Participants exhibit varying degrees of code-mixing, which is defined as the switching between languages influenced by linguistic, social, and situational factors. For example, insertion is the process of incorporating words or sentences from one language into another while preserving syntactic coherence. This pattern was noted during the student's explanation of the notion of "uniform," wherein the speaker skillfully used Indonesian terms such as "kosma" to improve specificity and clarity in the primarily English discourse (Hoffman, 1991).

The code-mixing patterns found are in good agreement with theoretical explanations based on the conversations illustrated. In conversations where English is the primary language, for example, students often introduce Indonesian words like "aktivitas" without breaking the syntactic structure of English sentences. It is possible for speakers to express complex meanings or ideas that are difficult to express in the dominant language alone by using this insertion pattern, as discussed by Grosjean (1982)

and Myers-Scotton (1993). This finding aligns with what Santosa et.al, (2023) found that type of code-mixing mostly used is the insertion which occurs consciously to mention some point in target language.

Alternation

Another common pattern is alternation, which is the transition between languages at particular junctures in a speech. Throughout the conversations, this switching technique was used to achieve practical goals like emphasizing concepts or taking into account interlocutors' preferred language (Grosjean, 1982). The participants demonstrated their bilingual proficiency and adaptability in communicating complex ideas within educational contexts by switching between Bahasa and English with ease, despite their primary language being Bahasa.

Furthermore, switching between languages at different points within sentences or between sentences shows a dynamic use of language to highlight particular ideas or accommodate the linguistic preferences of interlocutors (Muysken, 2000). These variations demonstrate how adaptable code-mixing is as a communication tactic, improving expression and clarity in multilingual contexts.

Congruent morphosyntactic integration

Congruent morphosyntactic integration, in which participants incorporate grammatical components from several languages within sentences, is less evident in the data but important in theoretical contexts. According to Muysken (2000), this sophisticated pattern demonstrates a high degree of bilingual proficiency and the capacity to communicate complex meanings across linguistic boundaries.

As demonstrated by students expressing opinions about complex concepts or describing personal experiences, congruent morphosyntactic integration permits the smooth blending of grammatical structures from various languages (Grosjean, 1982).

Lexicalization

Although not stated clearly in the sections given, congruent lexicalization is a typical example of how bilingual communities combine words from various languages into common phrases based on semantic and usage similarities (Myers-Scotton, 1993). The historical and cultural influences that have shaped bilingual expression and cross-linguistic standardization are highlighted by this pattern.

Supported by theoretical frameworks (Grosjean, 1982; Myers-Scotton, 1993; Muysken, 2000), the analysis of code-mixing patterns in student conversations offers a complex perspective on how language is used to navigate social interactions and construct identities in multilingual environments. These observations make it clear that, of the patterns found, insertion is the one that is used the most frequently, while alteration is used less frequently overall. These results highlight the frequency of insertion, which is the process by which speakers fluently incorporate terms from one language into another to improve expression's specificity and clarity. On the other hand, change, which is the switching between languages at certain points, seems to occur less frequently in the data that have been examined

Reasons of Code-Mixing
Language proficiency and comfort

Code-mixing is frequently caused by students' differing degrees of comfort and competency in other languages. Hoffman (1991) asserts that people tend to switch languages according to the context's linguistic requirements and their level of competence.

Excerpt 1

Researcher : Why do you use words in your own language (Indonesian) while speaking English? *Jadi kadang kan kamu tuh, pas lagi ngomong Inggris, diselipin Indo, kenapa tuh? Kenapa sampe diselipin Indo gitu?*

Student 1 : I can't find the words in Indonesian to English. You know what I'm saying? *Ya kayak, aku teh pas ngomong ini teh kadang lupa gening sama si bahasa Inggrisnya….*

According to the served example, students indicated that they prefer Indonesian in casual, everyday conversations because it makes them feel more grounded culturally and linguistically. Nonetheless, students tended to favour using English in academic contexts, like lectures or formal discussions, in order to improve their proficiency and fulfil the requirements of their coursework, as stated by student 2 "I prefer in English, like the way Mr. Aip teach us, I think it can exposure us to advance in English."

This variation in language choice reflects students' psychological comfort and confidence associated with their proficiency in each language, in addition to the pragmatic need to adapt to various linguistic environments. As a result, code-mixing becomes an effective tactic for negotiating various communicative contexts and maximizing language use in accordance with social norms and perceived proficiency levels.

Communicative need and clarification

Code-mixing facilitates effective communication by enabling speakers to express particular meanings or concepts. This was made clear in the interviews when students used Sundanese or Indonesian to convey cultural nuances or when there was a deficiency in precise English vocabulary, as said by student 4 "Yang pertama mungkin karena tidak tau artinya, keterbatasan bahasa, mungkin juga karena gak tau bagaimana cara mengucapkannya, how to pronounce." According to Hoffman's theory, code-mixing happens when speakers want to communicate with precision and clarity, especially when one language might not fully convey the intended meaning or when bilingual expressions provide more nuanced semantic depth.

For instance, students frequently resorted to using their mother tongues when expressing feelings, making cultural allusions, or using slang that is difficult to translate into English. This emphasizes the use of code-mixing as a tactical adjustment to maintain successful interpersonal interactions and close communicative gaps in a variety of linguistic contexts.

Societal and cultural identity

Students' language preferences also reflect their societal and cultural identities. Students strengthen their cultural ties and identity markers by speaking languages like Sundanese or Indonesian in casual contexts such as this example.

Excerpt 2

Researcher : What language do you often speak?

Student : In *bahasa* (Indonesian) and Sundanese sometimes, *tapi kalo misalkan lagi di asrama juga bahasa*

Researcher : What about when you were in primary and middle school?

Student : Of course, *bahasa eh*, Sundanese

Researcher : What about when you communicate with your friends? *Misalnya temen yang di kelas*

Student : Often in *bahasa*, but sometimes in English

Hoffman's framework recognizes the close connection between language choices and social and cultural identities, impacting how people express their identities and interact with others. As a result, code-mixing in educational settings gives students a way to negotiate their identities in multicultural settings and claim their cultural heritage. This feature of code-mixing emphasizes how important it is for promoting inclusivity and cultural diversity in educational settings.

Language learning strategy

As seen in students' interactions with foreign peers or during language practice sessions, code-mixing serves as a strategic tool for language learning and adaptation, as stated by student 6 "Mungkin kalau misalkan mengajarkan suatu kelancaran dalam komunikasi saya pilihnya bahasa Indonesia tpi untuk melatih upgrade kemampuan speaking saya pilihnya inggris." Hoffman contends that by allowing for contextualized language use and active participation in language learning activities, code-mixing promotes language acquisition. Students stated, for example, that they intentionally use English to communicate with peers from other countries in order to enhance their language proficiency and cultural acuity. Students who switch between languages improve their language proficiency as well as the cross-cultural communication abilities necessary for global citizenship. This is consistent with Hoffman's theory of code-mixing, which views it as a dynamic process that fosters meaningful social interactions and cognitive engagement to support language development.

The results highlight how code-mixing among students in educational institutions is a complex phenomenon that goes beyond language use. It reflects the intricate interactions between linguistic competency, communicative needs, and cultural identities in educational contexts and serves as a tool for effective communication, cultural expression, and language learning. With the help of these understandings, educators can create inclusive learning environments that support a range of linguistic repertoires and help students advance their language and cultural proficiency. For instance, a teacher might assign group projects in a multilingual classroom where students are urged to use various languages to finish assignments. One way to do this would be to have students present their work in groups, allowing them to freely choose which languages to use to represent their varied linguistic backgrounds. In addition to validating the students' diverse language proficiency, this method fosters intercultural awareness and improves their capacity for successful communication in an increasingly globalized setting. Teachers can establish a more engaging and encouraging learning environment that recognizes and benefits from linguistic diversity by integrating aspects of students' native tongues into the curriculum.

CONCLUSION

Code-switching and code-mixing in educational contexts are analysed to show how important they are for improving comprehension, encouraging cross-cultural learning, and enhancing students' educational experiences. The least common pattern among these is tag-switching, which frequently happens accidentally as speakers insert words from their native tongues. On the other hand, the most prevalent type of code-switching is insertional, which enables speakers to blend terms from different languages when direct translations are insufficient to convey subtle ideas.

This analysis sheds light on how language works in social interactions and identity formation in multilingual environments, with theoretical underpinnings from Grosjean (1982), Myers-Scotton (1993), and Muysken (2000). The most common pattern is insertion, which blends terms together to improve and make sense. On the other hand, alteration—

which involves alternating between languages occasionally — appears less frequently in the data that was analyzed. In today's multicultural educational environments, educators can build inclusive classrooms that celebrate linguistic diversity, improve learning outcomes, and support students' cultural and linguistic development by adopting these insights.

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