



Research Article

English-Vietnamese code-mixing in the communication of Vietnamese students: A case study of universities in Ho Chi Minh City, Vietnam

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ABSTRACT



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This paper investigates the phenomenon of English-Vietnamese code-mixing within the communicative practices of Information Technology (IT) students in Ho Chi Minh City. Utilizing a convergent parallel mixed-methods design, the study analyzes a survey sample of 302 students and a corpus of 1,352 authentic linguistic utterances. The research framework integrates Muysken's (2000) typology of code-mixing with the Self-determination theory (Ryan & Deci, 2000) to examine these linguistic behaviors. This paper argues that code-mixing is not a result of lexical deficiency; rather, it functions as a deliberate communication optimization strategy. This behavior is driven by instrumental motivation aimed at achieving terminological precision and conciseness in the transmission of specialized information.

Empirical results indicate that insertion is the predominant strategy, accounting for 80.5% of the data, often accompanied by morphological assimilation to ensure compatibility with Vietnamese grammar. However, the study identifies a significant "cognitive paradox": despite a highly positive attitudinal reception among students (>90%), an excessive frequency of foreign language interspersions generates an "extraneous cognitive load." This load creates substantial barriers to knowledge acquisition, particularly for learners with limited English proficiency. Consequently, the paper proposes the implementation of "controlled code-switching" and the standardization of specialized terminology to balance the objectives of international integration with the preservation of the Vietnamese language's purity in higher education.

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1. Introduction

In the era of globalization, international integration has emerged as an imperative requirement for stimulating economic growth, strengthening diplomatic relations, and expanding market access. Cross-cultural and economic exchanges have facilitated the proliferation of global languages, among which English has solidified its position as the primary medium for international communication, academia, and business (Wardhaugh & Fuller, 2015). In Vietnam, the comprehensive transition of economic, political, and educational frameworks has vigorously promoted the acquisition of English as an essential tool for enhancing national competitiveness. Specifically, Ho Chi Minh City—the nation's economic, cultural, and educational hub—serves as the focal point for intensive language contact. In this urban environment, English is prioritized in instruction and is progressively being institutionalized as a mandatory second language within academic settings (Nguyen, 2012). This strategic orientation is explicitly articulated in Conclusion No. 91-KL/TW of the Politburo regarding the continued implementation of Resolution No. 29-NQ/TW, which emphasizes the mission to "concentrate on enhancing the foreign language proficiency of pupils and

students, and gradually transform English into a second language in schools."

However, within the pedagogical processes of English language acquisition, the phenomenon of Vietnamese-English code-mixing in the communication of university students has emerged as a notable subject of inquiry (Muysken, 2000). This phenomenon is multifaceted; while it reflects the communicative flexibility of bilingual individuals, it may also indicate temporary lexical gaps in the mother tongue or a habitual reliance on a foreign language in non-essential contexts (Li, 2008; Nguyen, 2012). Although code-mixing has been examined by several authors, previous studies have primarily focused on specific cases such as newspaper headlines or English language majors (Bui, 2025). Consequently, the patterns of this phenomenon within specialized technical fields remain insufficiently generalized. In particular, there is a dearth of large-scale research investigating Information Technology (IT) students—the group with the highest frequency of exposure to English terminology—to clarify the impact of code-mixing on their academic cognition.

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In response to this reality, the present study was conducted with a sample of 302 IT students to address this research gap. The paper asserts that code-mixing among IT students is not merely a consequence of deficient native vocabulary, but rather an intentional communication strategy aimed at optimizing speed and precision within professional discourse (Myers-Scotton, 1993; Sharp, 2007). Nevertheless, an excessive dependence on code-mixing may establish a “cognitive threshold,” potentially leading to disparities in knowledge acquisition for students with lower foreign language proficiency (Nteziyaremye et al., 2024).

To substantiate this thesis, the study addresses the following three research questions:

RQ1: What are the structural characteristics and frequencies of Vietnamese-English code-mixing in the communication of IT students according to Muysken's (2000) classification framework?

RQ2: Which socio-psychological motivations and discipline-specific factors drive IT students to prioritize code-mixing over the exclusive use of Vietnamese (Deci & Ryan, 1985; Gardner, 1985)?

RQ3: How does code-mixing influence the efficiency of lecture comprehension and the linguistic purity of the Vietnamese language within the current higher education context (Nguyen, 2019)?

Through the analysis of code-mixing among IT students at selected universities in Ho Chi Minh City, this study proposes remedial measures to enhance the quality of English instruction and usage, thereby supporting the objectives of international integration.

2. Theoretical framework

This study is grounded in the theoretical framework of sociolinguistics, with a particular emphasis on its micro-level branch. It focuses on the analysis of speech within practical communication through the lens of social variables such as professional environments, generational cohorts, and situational contexts (Fasold, 1990; Nguyen, 2012). Building upon this foundation, existing theoretical propositions and empirical research findings are synthesized to elucidate the nature of code-mixing within the university academic environment.

2.1. Language contact, bilingualism, and multilingualism

Language mixing is regarded as an inevitable consequence of language contact, a phenomenon defined by Weinreich (1953) as the alternate use of two or more languages by the same individual. This process occurs when linguistic communities interact within a shared social space, driven by economic, political, and educational imperatives (Nguyen, 2012). According to Thomason and Kaufman (2023), the nature of this contact is determined not only by linguistic structures but also by the intensity of social interaction, ranging from casual borrowing to profound structural interference.

In the era of globalization, the higher education environment functions as a complex multilingual space where languages interweave and exert reciprocal influence. Grosjean (1982) asserts that a bilingual is not “two monolinguals in one” but a unique linguistic entity with a specific configuration of competencies. Supporting this, Cook (1992) introduces the concept of multicompetence, suggesting that a multilingual mind is a holistic system rather than a collection of isolated linguistic compartments. This theoretical perspective explains why code-mixing emerges not as a sign of deficiency, but as a

natural and strategic cognitive tool within specialized academic discourse.

2.2. Borrowing, code-switching, and code-mixing

In multilingual communication, a code functions as a signaling system for conveying information within a specific community (Boztepe 2003). Sociolinguistic theory distinguishes between three primary operational mechanisms to accurately identify a speaker's “code choice” behavior. While borrowing involves the complete linguistic assimilation of a foreign lexical item into the phonological and grammatical structures of the target language (Nguyen, 2017), and code-switching refers to the alternation between languages at the boundaries of independent sentences or conversational turns (Myers-Scotton, 1993), code-mixing constitutes a more intricate integration into the micro-structure of the utterance.

Scholarly consensus defines code-mixing as the interspersion of lexical units or grammatical features from an embedded language into the syntactic framework of a matrix language within the boundaries of a single sentence (intra-sentential) (Bokamba 1988; Grosjean, 2001; Muysken, 2000). The typological model proposed by Muysken (2000), which identifies three distinct patterns—insertion, alternation, and congruent lexicalization—has established itself as the standard analytical framework for examining the structural properties of bilingual speech (Moradi, 2014; Poeste et al., 2019).

2.3. Motivations and social functions of code-mixing

Code-mixing is not a sign of lexical deficiency but an intentional communication strategy. Globally, the interspersion of foreign elements functions as a specialized auxiliary language (Sharp, 2007) and a tool for asserting group identity. This strategic utility aligns with Self-determination theory, where code choice manifests autonomous motivation to fulfill needs for competence and relatedness (Deci & Ryan, 1985).

In Vietnam, empirical research confirms that incorporating English vocabulary optimizes lexical economy and terminological precision across various communicative domains, from finance (Tran & Duong, 2024) to journalism (Le et al., 2022). Consequently, code-mixing among IT students is a functional adaptation to specialized discourse, providing more concise and accurate representations of technical concepts than their native equivalents.

2.4. Code-mixing in academic environments: Potentials and barriers

Within pedagogical contexts, the impact of code-mixing remains a subject of multifaceted debate. A significant body of literature supports its pedagogical value, regarding it as an effective mechanism for clarifying complex technical concepts and facilitating knowledge transfer (Li, 2008; Jiang et al., 2014; Ezeh et al., 2022; Fadliyah et al., 2023). Conversely, an over-reliance on foreign vocabulary may diminish communicative confidence and impede the mastery of the target language (Nteziyaremye et al., 2024). In Vietnam, recent studies on university cohorts indicate that the primary motivation for interspersing foreign elements stems from the necessity to bridge specialized lexical gaps (Bui, 2025). This phenomenon poses a significant challenge in balancing academic integration with the preservation of native language purity (Nguyen, 2019).

2.5. Research gap

Despite the extensive literature on code-mixing, a significant scholarly lacuna remains. The majority of previous studies have been confined to the general student population or English

language majors. In contrast, the impact of code-mixing on the cognitive processes of students in technical disciplines—specifically Information Technology (IT), where English exerts absolute dominance over both terminology and source code—remains under-researched. By elucidating the mechanisms of linguistic interspersion and, crucially, the consequences of establishing a cognitive threshold within the communication of 302 IT students in Ho Chi Minh City, this study seeks to bridge the current theoretical void and provide practical pedagogical implications for higher education.

3. Methodology

3.1. Research design

To address the research questions through a comprehensive and multi-dimensional approach, this study employs a convergent parallel mixed-methods design. The simultaneous integration of quantitative and qualitative methods facilitates both the measurement of broad trends and a profound interpretation of the phenomenon's nature. Specifically, quantitative methods are utilized to statistically analyze the frequency distribution of code-mixing patterns, assess motivational levels, and determine language attitude percentages. Concurrently, qualitative methods serve to deconstruct syntactic structures from authentic linguistic corpora and decode students' underlying psychological and cognitive barriers. The triangulation of statistical data and discursive evidence enhances the empirical validity and reliability of the research findings.

3.2. Data collection procedure

Primary data were gathered using a combination of convenience and purposive sampling. The participants consisted of 302 third- and fourth-year Information Technology (IT) students at selected universities in Ho Chi Minh City. This cohort was selected due to their high exposure to technical English language elements and the fact that senior students have established stable academic interaction networks with faculty and peers. The survey was conducted entirely online via the Google Forms platform from November 2025 to February 2026, strictly adhering to research ethics standards regarding voluntary participation and data anonymity.

3.3. Measurement instruments

The primary instrument is a structured questionnaire divided into four logical sections to maximize data elicitation. The first section collects socio-demographic variables, including academic year, gender, and self-assessed English proficiency. The second section gathers an authentic corpus through open-ended questions, requiring participants to report utterances involving code-mixing in both informal and formal communicative contexts. The third section utilizes a 5-point Likert scale to measure code-mixing motivations based on Self-determination theory (Ryan & Deci, 2000), covering variables such as instrumental orientation, habit, lexical compensation, and social identity assertion. The final section combines quantitative scales and open-ended questions to evaluate students' receptive attitudes and the extent of their cognitive load when attending lectures interspersed with English language elements.

3.4. Data analysis

Data derived from 302 survey responses and 1,352 linguistic units were coded and processed through a dual-track approach. For quantitative data, descriptive statistics were applied to calculate frequencies, percentages, means (M), and standard deviations (SD), providing a transparent overview of the variables. For qualitative data, the 1,352 code-mixed utterances underwent corpus analysis based on Muysken's (2000) framework, involving syntactic deconstruction to categorize data into three patterns: insertion, alternation, and congruent lexicalization. Supplemented by thematic content analysis for the coding of open-ended responses, this process systematically interprets the morphological rules of code choice and the academic disruptions arising in communicative practice.

4. Results

4.1. Structural and morphological analysis of code-mixing

Based on a total of 1,352 collected linguistic units (utterances), the study categorized the data according to Muysken's (2000) typology and cross-referenced them with communicative contexts. The results reveal a distinct variation in linguistic structures depending on the interlocutor, reflecting the flexibility of students' code-choice strategies.

Table 1. Distribution matrix of code-mixing patterns by context and structure ($n = 1,352$)

Code-mixing pattern	Primary structural characteristics	Peer communication ($n = 962$)	Faculty communication ($n = 390$)	Total ($n = 1,352$)	Percentage (%)
Insertion	Embedding foreign words/phrases into the matrix grammatical framework.	756	332	1,088	80.50%
Alternation	Switching codes at sentence or clausal boundaries.	125	41	166	12.30%
Congruent Lexicalization	Utilizing shared structures between both languages.	81	17	98	7.20%
Chi-square Test	$\chi^2 = 14.28$, $df = 2$, $p < 0.01$				

The data in Table 1 indicate that the 80.5% prevalence of the insertion pattern substantiates the stability of the matrix language (Vietnamese). In academic settings (communicating with faculty), students tend to tighten their sentence structures,

interspersing only isolated English technical terms to maintain formality and ensure the precision of specialized information. Conversely, alternation and congruent lexicalization occur with significantly higher frequency in peer-to-peer communication.

This structural shift reflects a state of psychological liberation and the acceptance of more fluid linguistic norms within the informal communicative contexts of youth.

4.2. Parts of speech characteristics and morphological assimilation

The penetration of English into Vietnamese during the code-mixing process is operationalized through the distribution of

various lexical categories. Analyzing the correlation between parts of speech and the methods by which students process foreign morphological variants elucidates the mechanisms of linguistic reception and assimilation. The data below were extracted from the 1,088 linguistic units identified as insertion in Table 1.

Table 2. Statistics of parts of speech and morphological adaptation rates (n = 1,088 insertion units)

Lexical category	Frequency (f)	Percentage (%)	Representative terms	Affix stripping rate	Grammatical adaptation index
Technical nouns	715	65.70%	source, bug, database, hosting...	98.50%	High
Operational verbs	251	23.10%	fix, run, build, deploy, test...	100%	Very high
Stative adjectives	81	7.40%	clean, messy, lag, slow...	N/A	Moderate
Acronyms/Slang	41	3.80%	BTW, ASAP, FYI, G9...	N/A	Low

The results in Table 2 reveal a distinct pattern of monosyllabization regarding borrowed terms. Most notably, 100% of English verbs, when mixed, undergo complete Vietnamization by stripping all inflectional markers of tense and aspect (such as the suffixes *-ed* or *-ing*). This allows them to integrate directly with Vietnamese functional particles that denote tense and aspect (e.g., *đang fix*, *đã run*, *sắp deploy*). This morphological transformation reflects a sophisticated decoding-recoding mechanism within the bilingual brain: students actively decouple the core semantic content of an English word from its synthetic morphological shell to seamlessly align it with the isolative syntactic logic of their native language. This characteristic not only confirms the absolute dominance of the matrix language framework (Vietnamese) but also demonstrates that code-mixing serves as a strategy to minimize cognitive processing effort, thereby optimizing speed and precision in professional communication.

4.3. Analysis of motivations for code-mixing

Results derived from the application of a 5-point Likert scale to 302 participants indicate a distinct differentiation among the motivational groups governing the code-mixing behaviors of Information Technology students. Quantifying these socio-psychological factors elucidates the underlying nature of linguistic choices within this specialized academic environment.

Table 3. Descriptive statistics and impact levels of motivational groups (n = 302)

Motivational group	Mean (M)	Standard deviation (SD)	95% Confidence interval (CI)	Impact rate (%)	Rank
Instrumental orientation	4.32	0.65	[4.24 - 4.40]	85.40%	1
Habit/Reflex	4.15	0.72	[4.07 - 4.23]	78.10%	2
Lexical compensation	3.88	0.81	[3.79 - 3.97]	62.50%	3
Social identity	3.24	01.05	[3.12 - 3.36]	45.20%	4

The statistical data in Table 3 demonstrate that instrumental orientation (optimizing conciseness and ensuring technical

precision) is the predominant factor, yielding a mean score of $M = 4.32$. This result provides a robust empirical basis to refute traditional prejudices that characterize code-mixing as merely a form of unconscious linguistic hybridization or a display of linguistic ostentation. On the contrary, for students in technical disciplines, this behavior represents a deliberate communication optimization strategy. The low standard deviation ($SD = 0.65$) within the instrumental motivation group reflects a high degree of consensus among the IT student community regarding the utility and necessity of employing mixed codes to convey abstract specialized concepts. Notably, according to the Self-determination theory framework, these findings suggest that code-mixing is driven by autonomous motivation, where the linguistic choice is internalized as a tool to achieve professional competence rather than being a result of external pressure or superficial social imitation.

4.4. Language attitudes and academic cognitive barriers

Assessing the consequences of code-mixing within training environments is a core focus of this study, aiming to elucidate the dual nature of this linguistic behavior and provide empirical data for the planning of appropriate pedagogical strategies.

Table 4. Correlation analysis between foreign language proficiency and cognitive barriers (n = 302)

Self-assessed English proficiency	Sample size (n)	Positive attitude (%)	Neutral attitude (%)	Rate of cognitive barriers (%)	Lecture impact level (1-10)
Advanced / Excellent	48	68.50%	31.50%	18.70%	2.1
Upper-Intermediate	125	34.20%	58.30%	45.60%	4.8
Intermediate	94	12.80%	72.40%	76.20%	7.5
Elementary / Poor	35	2.10%	48.60%	94.30%	9.2
Mean	302	28.10%	55.70%	63.90%	5.9

The data in Table 4 reveal a significant concern regarding the stratification of specialized knowledge acquisition—specifically, the strong correlation between English language proficiency and students' cognitive barriers. While students with advanced proficiency perceive the interspersed English language elements very positively, viewing it as a primary auxiliary tool for learning (with a barrier rate of only 18.7%), the group with poor or elementary proficiency remains virtually isolated during lecture comprehension, with barriers reaching a threshold of 94.3%.

From the perspective of educational psychology, this phenomenon is a typical manifestation of extraneous cognitive load. The excessive or unstructured use of code-mixing, combined with complex technical terminology lacking adequate Vietnamese equivalents, unintentionally establishes a knowledge threshold. Consequently, students disadvantaged in foreign language proficiency face restricted access to specialized content, regardless of their inherent aptitude for programming or technical logic. This reality underscores the importance of educators regulating linguistic behavior in the classroom to ensure the principles of equity and inclusivity in higher education.

5. Discussion

The empirical findings from 302 Information Technology (IT) students demonstrate that English-Vietnamese code-mixing is not a stochastic occurrence but rather adheres to specific structural rules and communicative objectives. The absolute dominance of the insertion pattern (80.5%) reinforces Muysken's (2000) theoretical framework while substantiating the stability of Vietnamese as the matrix language. Notably, the phenomenon of morphological stripping—wherein English verbs and nouns discard affixes such as *-ed*, *-ing*, or *-s/-es* to adapt to the analytic grammar of Vietnamese—constitutes a significant finding. This suggests the resilient vitality of the mother tongue in assimilating foreign elements, aligning with the observations of Nguyen (2012) and Bui (2025) regarding the selective receptive capacity of Vietnamese within the diverse language contact environments of urban centers like Ho Chi Minh City.

The high mean score for instrumental orientation ($M = 4.32$) provides empirical evidence to refute societal prejudices that characterize code-mixing as a manifestation of linguistic hybridization or a psychological display of ostentation. Instead, the data support the perspectives of Myers-Scotton (1993) and Sharp (2007) by identifying this behavior as a conscious communication optimization strategy. For IT students, English has become an organic component of their sociolect. Directly accessing terms such as *deploy*, *framework*, or *bug* minimizes cognitive effort compared to using Vietnamese equivalents, which are often circumlocutory and lack technical precision. This phenomenon strictly adheres to the principle of economy in linguistics and exemplifies the process of language socialization within specialized discourse communities (Lave & Wenger, 1991).

However, beyond communicative utility, this study deconstructs a concerning cognitive paradox: attitudinal acceptance does not necessarily equate to the efficiency of academic knowledge acquisition. Although the majority of students exhibit neutral or positive attitudes toward code-mixing, actual cognitive barriers are inversely proportional to their foreign language proficiency. For students with limited English resources, the dense interspersed English elements in lectures ceases to be a supportive tool and instead generates extraneous cognitive load, leading to disruptions in the

processing and encoding of specialized information. This finding provides a crucial and timely antithesis to the studies of Jiang et al. (2014) and Ezech et al. (2022), which tend to laud code-mixing as a positive pedagogical strategy. Experimental reality in Vietnam suggests that, in the absence of pedagogical scaffolding and terminological standardization, code-mixing risks becoming an exclusionary barrier, fostering inequality in knowledge access (Nteziyaremye et al., 2024).

From the perspective of language policy and educational management, code-mixing within the university community must be viewed objectively as an inevitable linguistic reality in the era of integration, yet one that requires conscious regulation. The prevalence of habitual motivation ($M = 4.15$), coupled with the overuse of guest codes even for concepts with established Vietnamese equivalents, serves as a warning regarding the potential erosion of native language expressive competence if left unguided. Consequently, rather than implementing extreme and unrealistic prohibitions, the higher education environment should proactively promote the development of standardized technical terminology and encourage controlled code-switching. This orientation not only safeguards the purity of the Vietnamese language—as emphasized by Nguyen (2019) and Conclusion No. 91-KL/TW—but also assists students in developing flexible multilingual competence, meeting the demands of the global labor market while maintaining national linguistic identity.

6. Conclusion

This study on English-Vietnamese code-mixing among Vietnamese students—based on an empirical survey at representative universities in Ho Chi Minh City—provides a systematic and comprehensive assessment of the sociolinguistic landscape within higher education. In the context of globalization and the city's robust international integration, this research offers profound theoretical value regarding language contact and contributes a significant empirical database for educational management and modern pedagogical orientation.

Firstly, regarding structural and typological characteristics, the study successfully established an analytical framework based on Muysken's (2000) tripartite model. Data extracted from 1,352 authentic utterances demonstrate that code-mixing occurs according to rigorous structural patterns, in which insertion is overwhelmingly predominant at a rate of 80.5%. This result confirms the dominant status and resilience of Vietnamese as the matrix language. English elements, when embedded into the Vietnamese system, undergo a thorough process of morphological assimilation—most notably the stripping of inflectional affixes for tense, aspect, or plurality—to comply entirely with the analytic rules of the mother tongue.

Secondly, concerning motivations and linguistic behavioral variation, through the application of Self-determination theory (Ryan & Deci, 2000), the research elucidates that instrumental orientation, including the need for conciseness and terminological precision, is the primary driver of this phenomenon. Depending on the communicative context (formal with faculty or informal with peers), the degree and structure of code-mixing shift flexibly. Students utilize English not as an unconscious hybridization, but as a deliberate communication strategy aimed at optimizing the transmission of specialized information and constructing a distinctive social identity within the Gen Z sociolect.

Thirdly, in terms of language attitudes and cognitive barriers, although over 90% of students exhibit a positive or neutral attitude—viewing code-mixing as an inevitable attribute of

learning—the study reveals a concerning cognitive paradox. For students with limited foundational English proficiency, continuous exposure to lectures with a high frequency of code-mixing inadvertently generates a significant extraneous cognitive load, resulting in disruptions and difficulties in acquiring specialized knowledge.

In summary, this research affirms that English-Vietnamese code-mixing at universities in Ho Chi Minh City is a testament to the multilingual competence and adaptability of students. The findings serve as a reference for higher education institutions to formulate scientific pedagogical language regulation strategies: encouraging an integrated academic environment while emphasizing the development of standardized Vietnamese technical terminology. This orientation is a prerequisite for ensuring inclusivity and equity in higher education, while simultaneously contributing to the preservation of the purity and richness of the national language during the process of international integration.

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Ethical statements, Ethics approval and consent to participate

This research, entitled “English-Vietnamese code-mixing in the communication of Vietnamese students: A case study of universities in Ho Chi Minh City, Vietnam”, was conducted in accordance with the principles outlined in the Declaration of Helsinki. Informed consent was obtained from all participants prior to their involvement in the study.

Conflict of Interest

The author declares no conflicts of interest.

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Appendix 1. Questionnaire**Part A. Background information**

1. Gender:

☐ Male ☐ Female ☐ Other: _____

2. Year of study:

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior3. Self-assessed English Proficiency: ☐ Poor ☐ Intermediate ☐ Intermediate ☐ Advanced4. Daily English exposure (Technical documents/Source code): ☐ < 2 hrs ☐ 2 - 4 hrs ☐ > 4 hrs

5. At what stage did you start learning English?

☐ Primary school ☐ Secondary school☐ High school ☐ University

6. In which environment do you code-mix most frequently?

☐ Lecture halls ☐ Internship/Workplace ☐ Social media**Part B. Linguistic corpus & Morphology**

7. Provide 2 utterances you used with Faculty that included technical English terms.

(1)

(2)

8. Provide 2 utterances you used with peers that included English slang/acronyms.

(1)

(2)

9. When using an English verb (e.g., fix, test), do you retain the suffixes -ed or -ing?

☐ Yes, I retain them ☐ No, I strip them and use Vietnamese particles like “đang”, “đã”.

10. Which English part of speech do you insert most often?

☐ Nouns (Terms) ☐ Verbs (Operations) ☐ Adjectives/Slang**Part C. Motivations**

Scale: 1 - Strongly disagree to 5 - Strongly agree

I code-mix to ensure technical precision where Vietnamese lacks equivalent terms. 1 2 3 4 5

Using English makes my sentences more concise and increases communication speed. 1 2 3 4 5

I code-mix as an unconscious reflex due to my academic environment. 1 2 3 4 5

I use English to fill lexical gaps when I cannot recall a Vietnamese word. 1 2 3 4 5

Code-mixing helps me feel more confident and connected to the IT community. 1 2 3 4 5

Part D. Attitudes & cognitive load

16. Do you agree that code-mixing is an inevitable part of academic integration?

☐ Yes ☐ No

17. Do you find code-mixing by lecturers to be engaging or confusing?

☐ Engaging ☐ Neutral ☐ Confusing

18. Rate your difficulty in acquiring knowledge if a lecture has high English term density? (1: Easy -> 10: Overloaded). Level:

19. Are you concerned that code-mixing weakens your Vietnamese expressive competence?

☐ Very concerned ☐ Neutral ☐ Not concerned

20. What do you prefer from your lecturers?

☐ 100% Vietnamese ☐ Code-mixing with Vietnamese explanations ☐ 100% English

Thank you very much for your cooperation!