This mixed-methods study (100 pre-intermediate EFL learners) explored how teacher-student interactions and code-switching affect language acquisition. Meaningful dialogue, scaffolding, and feedback boosted learning. Code-switching, particularly for complex explanations, aided comprehension. Positive student attitudes towards code-switching correlated with better engagement and retention. Classroom size and teacher proficiency influenced code-switching effectiveness. The study emphasizes the importance of balanced L1/L2 use in EFL contexts.

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