Motivational Determinants of Code-Switching in Iranian EFL Classrooms

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Abstract

″Code-Switching″, an important issue in the field of both language classroom and sociolinguistics, has been under consideration in investigations related to bilingual and multilingual societies. First proposed by Haugen (1956) and later developed by Grosjean (1982), the term code-switching refers to language alternation during communication. Although code-switching is unavoidable in bilingual and multilingual contexts, its role and motivational determinants in language classes are sometimes ignored. The goal of the present article was to investigate the motivational determinants of classroom code-switching in EFL classrooms. The research was conducted with 400 participants, including 374 students and 26 teachers. The data collection techniques included questionnaires and observation checklist, all of which were designed based on Hymes′ (1962) framework and Poplack′s (1980), Myers-Scotton′s (1989), Blom and Gumperz′s (1972), and Gumperz′s (1982) categorizations. The data were analyzed through the software SPSS (Version 20). The results revealed that providing the listener with better understanding, clarification, and checking comprehension are the most important motivational determinants for code switching.

Introduction

According to Holmes (2013), studying the relationship between language and society and the reasons for speaking differently in different social contexts, and identifying the social functions of language relate to the field of ″Sociolinguistics″. Based on Asali (2011), people of different societies are either ″Bilingual″ or ″Multilingual″ since they know and speak more than one language. Often communication in bilingual and multilingual societies results in ″Code-switching″, an unavoidable consequence of language varieties (Cook, 2001). Code-switching can occur in different contexts one of which is the context of language class where students and teacher with the same or different first language(s) attend. However, no difference is there between code-switching inside and outside the classroom except the interlocutors and the relationship between them that is teacher-student and student-student in the class. Code-switching in the class takes place when the teacher or the students deliberately or inadvertently use more than one linguistic code in their communication.

Since teaching English as a foreign language has been burgeoned in many countries, the importance of code-switching in the process of teaching and learning has been highlighted. Tabriz, a county in East Azerbaijan Province of Iran, is one of the regions where teaching English is common, since there are so many language institutes where students with different ages attend to learn English language. However, mostly the use of code-switching is prohibited in language institutes and the motivational determinants are ignored. Not being aware of the motivational determinants of code-switching and preventing its use in the class can influence teachers′ and students′ performance in the class. The main purpose of the researchers in this article is to inform principals of institutes, teachers, and students about classroom code-switching and its motivational determinants to make them rethink about the phenomenon of code-switching and welcome it as an inseparable part of the language classes. So the current research targeted the following main research question:

What are the motivational determinants of code-switching in the class in views of both learners′ and teachers′ of EFL?

Literature Review

People living all around the world are equipped with one language i.e. their mother tongue, and know at least a few words in languages other than the mother tongue so almost everyone is bilingual or multilingual (Wei, 2008). Although the first languages of people are different, all of them follow a shared common goal i.e. ″communication″, which brings people together and enables them to make their speech communities with a distinguished native language and common values.

However, the need to communicate with others is not limited to situations in which people speak the same language. From ancient times, people speaking different languages have had contact with each other (Wei, 2008), and in this the modern world, this contact has been increased and made people develop some knowledge and ability in a second language, i.e. become a bilingual (Spolsky, 2008) or multilingual, who often switch between their languages in their conversation and cause the phenomenon of ″Code-switching″.

Mostly, people who know languages other than their mother tongue, inevitably shift between languages. So during their speech, they switch between languages or in other words, they code-switch. ″Code-switching″ was first proposed by Haugen (1956) who attributed it to occasions when the bilingual introduces completely unassimilated words from other languages into someone′s speech. Later, Grosjean (1982) termed code-switching for the first time and referred to it as language alternation. Also Cook (2001) asserts that it is a process in which the speakers go from one language to another in mid-speech when their interlocutors know the same languages. Moreover, Sebba, Mahootian, and Jonsson (2012) have explained that code-switching is a natural occurrence when bilingual individuals speak and refer to it as the alternating use of two (or more) languages.

Beside the widespread role of code-switching in humans′ social context, its role and impact in educational context is also notable. A language class is a small social context whose inhabitants are the teachers and students who usually have at least one common first language. In such situations bilingual teaching, which is teaching made of a language the student already knows (Hall & Cook, 2012), is common and so is code-switching. According to Nurhamidah, Fauziati, and Supriadi (2018) in English as a Foreign Language (EFL) teaching and learning process, both teachers and students can hardly engage in various cases without involving L1. This inevitability of L1 use can be the result of some factors that cause classroom code-switching. Here a question that is worth noting is ″What are the motivational determinants of classroom code-switching?″

The difference between code-switching in the class and out of the class is the interlocutors and the relationship between them, i.e., teacher-student and student-student. In classroom code-switching the teacher and the students use more than one linguistic code in their communication. This systematic linguistic phenomenon which may happen deliberately or inadvertently serves different functions.

According to Hymes (1962), classroom code-switching serves seven communicative functions including: 1) Expressive function and expressing emotions, 2) Directive function or directing someone or to get the listeners′ attention, 3) Metalinguistic function for defining the terms, paraphrasing others′ words and metaphors, 4) Poetic functions for inserting some jokes, stories, poetic

quotations in order to add a sense of humor during the conversation, 5) Contact for ″making learners have a sense of belonging or enhancing their activity″ (Dykhanova, 2015, p. 13), 6) Referential i.e. ″to make reference in another language″ (Shahroom & Azian, 2018, p. 139), and 7) Contextual i.e. ″to provide contextual information towards the other interlocutor″ (Shahroom & Azian, 2018, p. 139)

In Eldridge′s (1996) point of view, students code-switch for four reasons that is 1) equivalence, i.e., to use L1 equivalents in target language, 2) floor-holding, i.e., to use L1 to fill the conversational gaps, 3) reiteration, i.e., to clarify and conform the message for better understanding, and 4) conflict, i.e., the management of clash use of language.

Myers-Scotton (1993), based on the Markedness Model, categorizes code-switching in the classroom and says that code-switching in the class occurs for interpreting and clarifying the subject; evaluating the comprehension; affirming and stimulating the participation; managing the classroom; making fun, humor, and as a sign of bilingual identity. In addition, Ferguson (2003), as cited in Wei (2009), refers to three main categories for functions of teachers′ code-switching in classroom; that is, evaluating curriculum and assessing students and their works; managing classroom and controlling students; and discussing personal issues while talking to students on topics not related to teaching or learning.

Besides knowing the theories of code switching, it is also important to review the empirical investigations of it in language classes which examine its role and impact on teaching-learning process. Since being aware of and informing the people who engage in EFL about the motivational determinants of code-switching can help them know when to use code-switching and value this natural and common issue in their language classes, knowing the empirical researches in this area seems to be worthy of research attention. For instance, Yletyinen (2004) examined the functions of code-switching in EFL classroom in secondary school in Finland and found out that teachers code-switched in order to help less competent students mark a shift in the lesson, teach grammar, and move from one topic to another.

Also, Bista (2010), who studied two graduate level classes and undergraduate ESL classes for six days in a southern American university, reported that the primary factor of code-switching in international classroom is incompetence in the second language, to maintain privacy, to make it easier to speak in their own language, to avoid misunderstanding, and not to be familiar with similar words in English.

Nordin, Ali, Zubir, and Sadjirin (2013), and Mokgwathi and Webb (2013) reported similar functions for code-switching in language classes. Moreover, Fachriyah (2017) mentioned that the use of code-switching in the ESL classroom was for facilitation of interactions, clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing a

language element, making inferences, developing vocabulary, class discussions of student tasks, giving feedback, aiding memorization, class management, entertainment, and general communications.

Methodology

Design

The current research resorted to mixed method design that combines both qualitative and quantitative procedures for collecting and analyzing data.

Context of the Study

Tabriz, a city in East Azerbaijan Province of Iran, has been selected as the context of the research since it is a multilingual society and people are equipped with Turkish as their L1 and Persian as their L2 which is also the official language of the country, media, and education at schools.

Participants

Collecting data was conducted in July and August 2019. The participants included 374 Turkish students and 26 Turkish teachers, who were selected in a convenience sampling procedure from five language institutes, located in different social classes, i.e. lower, middle, and upper-middle social class. The students were both female and male, from different ages including children (5-10), teenagers (11-20), youths (21-30), adults (31 and more), and different proficiency levels, i.e. basic, elementary, intermediate, high-intermediate, and advanced. Also, the teachers were both female and male, with different levels of teaching.

Instruments and Data Collection

The research techniques used for collecting data included questionnaire and observation. Two separate sets of questionnaires were designed for students (Appendix A and B) and teachers (Appendix C) based on Hymes′ (1962) framework and Poplack′s (1980) and Myers-Scotton′s (1989) categorizations. In order to observe the classes, an observation checklist was designed based on MOLT observation scheme which was first used by Guilloteaux and Dornyei (2008), including parts based on Blom and Gumperz′s (1972), Gumperz′s (1982), Poplack′s (1980), and Myers-Scotton′s (1989) models.

Before conducting the research on the main sample of study, a pilot study was conducted on a few participants including 30 students and 15 teachers to decide whether the instruments were feasible and whether it was worthwhile to continue. The reliability was 0.812 for students′ questionnaire and 0.629 for the teachers′ questionnaire. The data related to motivational determinants of classroom code-

switching were inferred from the related questions in the questionnaires, i.e., questions 10-15 in students′ and questions 9-16 in teachers′ questionnaires.

Data Analysis

The data was analyzed using the SPSS software (Version 20) and applying Pearson Correlation Coefficient, Independent T-Test, One-Way ANOVA, and Chi-Square Test.

Results

The motivational determinants of code-switching to English when talking in Turkish or Persian and code-switching to Turkish or Persian when talking in English, or when teacher is talking in English with students, have been considered in this study.

Students′ Answers

The data related to motivational determinants of code-switching can be discussed once in general and then according to the students′ age, gender, and social class. The students′ answers in general are provided in Table 1.

Table 1. Factors Motivating Code-Switching in the class on the Part of Students

Factors	SA+A		SD+D	
	(N)	(%)	(N)	(%)
CS to English because of forgetting or lack of Turkish or Persian equivalents.	253	67.7	66	17.6
CS to Turkish or Persian because of forgetting or not knowing English equivalents.	300	80.2	45	12
Transferring Information easily.	258	69	37	9.9
CS to English because of the intricacy of Turkish or Persian words.	189	50.6	106	28.3
Expressing emotions easily.	254	65.5	61	16.3
Better understanding.	251	67.1	41	10.9

According to Table 1, in all six cases students agreed or strongly agreed about the main factors that motivate them to use code switching:

1) *Forgetting or not knowing English equivalents.* 80.2% of students (strongly) agreed when they speak in English they forget some words or do not know the English words, so they code-switch to Turkish or Persian.

2) *Forgetting or lack of word in language that the person speaks*. 67.7% of students (strongly) agreed when they speak in Turkish or Persian they cannot remember some words, so they code-switch to English to say the equivalents.

3) *Transferring information easily*. 69% of students believed that when they code-switch they can transfer information easily. Sometimes it is difficult to transfer the information in one special language. So, they code-switch to transfer information easily.

4) *Intricacy of some words in the language that the person speaks*. Almost half of the students found some words difficult to use, so, they switch codes to find easy words in other languages.

5) *Expressing emotions easily*. 65.5% of students found it easy to express their emotions and feelings by code-switching.

6) *Better understanding*. 67.1% students said that they code-switch for better understanding.

According to the analyses, students′ age, gender, and social class had an impact on their code switching, the results of which are provided in Table 2.

Table 2. Factors Motivating Students′ Code-Switching in Class Based on Age, Gender, Social Class

	Characteristics		Gender			Age			Social Class		
			Girls	Boys	Children.	Teenagers	Youths	Adults	Upper-middle	Middle	Lower
10	CS to English because of forgetting or lack of Turkish or Persian equivalents	Sig.	.005			.012			.179		
		SA+A%	74.1	61	65	68.9	73..3	40	69.3	67.3	66
		SD+ D%	11.7	23.8	20	16.3	20	33.4	12.6	18.3	23.9
11	CS to Turkish or Persian because of forgetting or not knowing English equivalents	Sig.	.241			.630			.476		
		SA+A%	82.6	77.8	72.5	81.7	73.3	86.6	79.6	81.2	79.6
		SD+ D%	11.6	12.4	15	11	20	6.7	9.4	13.8	12.5
12	Transferring information easily.	Sig.	.500			.036			.228		
		SA+A%	72.4	65.4	65	68.2	63.3	86.7	68.5	72.3	63.6
		SD+ D%	8.5	11.4	22.5	8.4	10	6.7	11.8	7.5	11.4
13	CS to English because of the intricacy of Turkish or Persian words.	Sig.	.001			.009			.024		
		SA+A%	54.5	46.4	50	51.9	43.3	40	52.8	51.6	45.5
		SD+ D%	23.4	32.4	35	27.3	26.6	33.4	28.3	26.4	31.8
14	Expressing emotions easily.	Sig.	.016			.001			.006		
		SA+A%	72	58.9	72.5	65.4	66.6	46.7	69.3	65.4	60.2
		SD+ D%	12.2	20.4	20	14.8	20	26.7	16.6	12	23.9
15	Better understanding.	Sig.	.039			.006			.181		
		SA+A%	64.5	69.7	90	65.4	56.7	60	74.8	64.1	61.4
		SD+ D%	11.1	10.8	5	11.4	16.6	6.7	7.1	12	14.8

Gender

According to Table 2, in four cases the amount of Sig. is less than .05 so there is a difference between boys and girls. The results reveal that girls use code-switching for the first three cases more than boys but for the last case boys surpass the girls, i.e., the boys mostly use code-switching for better understanding.

Age

No correlation can be observed between different groups of ages in code-switching to Turkish or Persian because of forgetting or not knowing English equivalents when talking in English. However, 73.3% of youths, 68.9% of teenagers, 65% of children agreed or strongly agreed about code-switching to English because of forgetting or lack of Turkish or Persian equivalents when talking in Turkish or Persian. This factor is the least in adults with 40%. Nearly, half of the children and teenagers code-switch to English because of the intricacy of Turkish or Persian words when talking in Turkish or Persian. However, 43.3% of the youths and 40% of adults (strongly) agreed with this factor. 72.5% of children and almost 66% of the teenagers and the youths express their emotions easily through code-switching. This case is less than half in adults. About the fact that code-switching helps students understand better, 90% of children, 65.4% of teenagers, 60% of adults, and 56.7% of the youths agreed or strongly agreed.

Social Class

The amounts of Sig. in code-switching to English because of the intricacy of Turkish or Persian words when talking in Turkish or Persian, and code-switching for expressing emotions easily, are less than .05, so, there is a relationship between code-switching and these issues. About code-switching to English because of the intricacy of Turkish or Persian words, almost half of participants from all social classes, and about expressing emotions easily through code-switching, 60%-70% of all social classes agreed or strongly agreed. The results show that in both cases upper-middle class members code-switch more than other two classes, and middle class members code-switch more than the lower class.

Teachers′ Answers

The teachers′ answers in general are provided in Table 3. Teachers′ answers based on the level they teach are provided in Table 4.

Table 3. Motivational Determinants of Classroom Code-Switching on the Part of Teachers

Factors	SA+A		SD+D	
	(N)	**(%)**	**(N)**	**(%)**
Using just English when being observed.	1	3.8	23	88.4
CS to Turkish or Persian when teaching new terms.	7	26.9	15	57.7
CS to Turkish or Persian when students get confused.	20	76.9	6	23.1
CS for teaching better.	8	30.8	14	53.9
CS for saving time in class.	11	42.3	9	34.6
CS to simplify teaching.	14	53.9	7	26.4
Students understand better.	15	58.4	5	19.2
Feeling comfortable.	5	19.2	20	76.6

According to Table 3, among the possible factors that motivate teachers to code-switch to Turkish or Persian, five factors are almost (strongly) agreed upon.

1) *Preventing students' confusion.* 76.9% of teachers have (strongly) agreed that when students are confused they code-switch in order to cause them understand.

2) *Saving time.* About 42.3% of teachers said that for saving time they code-switch to Turkish or Persian.

3) *Simplifying teaching.* 53.9% of teachers believed that code-switching simplifies teaching.

4) *Students' better understanding.* 58.4% of teachers (strongly) agreed about code-switching to cause students understand better.

5) *Teaching new terms.* 26.9% of teachers said they code-switched to Turkish or Persian when they wanted to teach new terms. So they (strongly) agreed about providing equivalents for new English terms.

6) *Providing better teaching.* 30.8% of participants believe that code-switching can help them teach better.

7) *Feeling comfortable.* Using code-switching brings comfort to 19.25% of teachers.

8) *When being observed.* From amongst 26 teachers, only 1 has mentioned that she/he uses only English when being observed. So, in other times, she/he code-switches during teaching. By this choice, we can see the power of authority in institutes which may urge teachers to use only English. Also apart from other

conclusions that we can have, we see the negative effect of observation on the findings which should not be ignored.

Among all moderator variables, only the teaching level has impact on teachers′ code-switching in the class the results of which are provided in Table 4.

Table 4. Motivational Determinants of Classroom Code-Switching Based on Teachers′ Teaching Level

	Characteristics	Level of Teaching				
		SA+A%	Basic	Elementary	Intermediate	High-intermediate	Advanced
9	I only use English when I feel I′m being observed. Mostly, I teach in Persian or Turkish.	Sig.			.759		
		SA+A%	14.3	0	0	0	0
		SD+ D%	85.7	66.7	88.9	100	100
10	I only codeswitch to Turkish or Persian when teaching new terms.	Sig.			.777		
		SA+A%	28.6	33.3	55.5	50	80
		SD+ D%	57.1	33.3	33.3	50	0
11	I only codeswitch to Turkish or Persian when my students are confused.	Sig.			.475		
		SA+A%	71.5	100	66.6	50	100
		SD+ D%	0	0	22.2	0	0
12	I teach better when I code-switch.	Sig.			.805		
		SA+A%	42.5	66.6	11.1	0	40
		SD+ D%	42.9	0	77.7	100	40
13	Code-switching saves time in teaching.	Sig.			.599		
		SA+A%	28.6	100	33.3	50	40
		SD+ D%	42.9	0	44.4	0	40
14	Code-switch simplifies teaching.	Sig.			.614		
		SA+A%	57.2	100	44.4	50	40
		SD+ D%	28.6	0	22.2	50	40
15	Students understand better when I code-switch.	Sig.			.475		
		SA+A%	57.2	100	44.4	50	60
		SD+ D%	14.3	0	33.3	0	20
16	I feel more comfortable when I communicate with my students in language other than English.	Sig.			.685		
		SA+A%	14.4	33.3	33.3	0	0
		SD+ D%	85.5	66.7	55.5	100	100

Based on the Chi-square analysis and the amount of Sig. that is less than .05, there is no relationship between teachers' teaching level and the motivational determinants of classroom code-switching. In other words, none of these factors motivate teachers to use code-switching in specific levels.

Results of Observation

The motivational determinants for code-switching which were noticed during the class observation can be categorized as follows:

1) *Preventing students' confusion*. It was noticed that teachers usually code-switched for clarifying when the students did not understand and got confused.

2) *Students' clarification*. When the students got confused from what the teacher said they themselves code switched to Turkish or Persian and repeated what the teacher said, or they asked clarifying questions like, "Teacher! You mean…." in Turkish or Persian.

3) *Teaching new terms*. When teaching new and unfamiliar terms like thyme, mincemeat, acupressure, heel.

4) *Teaching new grammar or explaining the previous grammar again.* When teaching grammar some teachers code-switched or translated to Turkish or Persian when the students could not understand. Even when students had problems about the previous grammar, teachers rarely explained it using code-switching or even L1 or L2.

5) *Joking and making intimacy*. Sometimes some teachers code-switched to Turkish or even Arabic for joking and making intimacy with the students.

6) *New discussion topics*. In some classes, both the teacher and students were talking in or code switched to Persian or Turkish when the topic of discussion was something other than the lesson.

7) *Explaining topic of new lesson*. In some classes, when the teacher explained topic of new lesson in English, the students became confused and started to speak in Turkish or they wanted to share their own experience about the topic.

8) *Asking question.* Most of the time, when the students wanted to ask questions, they code switched to Turkish or Persian by adding the English word "Teacher!" to the beginning of their sentence.

9) *Assigning homework*. Some of the teachers usually code-switched to Persian or Turkish for assigning homework. The purpose of this could be that they wanted the students to fully understand what they were responsible to do for the other session.

Discussion

Students

On the part of students, the motivational determinants can be generally discussed as follows:

1) *Forgetting or not knowing English equivalents.* Eldridge (1996) has stated that students use code-switching for ″Equivalence″; that is, they use L1 equivalents in target language. Most of the time, students confront a concept for which they do not know any English word, or no word exists for that concept in English, so they code-switch to Turkish or Persian to say the equivalent of the word. Also, Hussein (1999) detected that the major reason for code-switching was the lack of equivalents for terms or expressions.

2) *Transferring information easily*. As cited in Dornyei (2009), according to MacWhinney′s (2008) *Unified Competition Model*, ″Resonance is also thought to be involved in code-switching: if a language is repeatedly accessed, it will be in a highly resonant state, delaying or interfering with the activation of another language″ (P. 97). In other words, the language of the context where the person is living is always activated in their mind. Since the students are multilingual, their minds also are multilingual. All languages are interacting in their minds all the time. So they find transferring information easier in a language other than the one they are speaking. All Groups of ages especially adults decide to code-switch for making it easy to transfer what they have in mind and also to avoid any misunderstanding on the part of their listener.

3) *Forgetting or lack of word in language that the person speaks*. When the person cannot remember or does not know some words in the language they speak, even their L1 and L2, they code-switch to other language to say the word. It is common for everybody, especially youths, teenagers, and children, and girls more than boys, when speaking in L1 or L2, sometimes they forget some words, do not know the exact word, cannot remember the word in that language and just the equivalents of the word in other language(s), like English, come to their mind. So in order to keep the fluency of the speech and save time, they decide to use the equivalent of the word in the other language.

4) *Better understanding.* All speakers try to speak in a way that their listeners understand them. So by code-switching, they provide their listeners with better understanding. In the context of classroom, when students talk or explain something in English, they code-switch to Turkish or Persian in order to help their peers and classmates understand them. An important issue that should be considered all the time is that most of the people can understand better in their L1 or L2. Since the participants of this study are Turkish and their educational language at school or

university is Persian they -- especially boys more than girls -- can understand better when appropriate amount of code-switching takes place in the class. This could be referred to as ″Reiteration″, a reason for code-switching explained by Eldridge (1996) as ″to clarify and conform the message for better understanding″ (p. 306). Sometimes the students are pestered because of not knowing and understanding English, so they code-switch to L1 or L2. This factor has been reported in all groups of ages especially children with the most percentage, teenagers, adults, and youths.

5) *Expressing emotions easily*. This could refer to ″Expressive function″ defined by Hymes (1962) as one of the communicative functions of code-switching. This factor motivates girls more than boys. Children and teenagers code-switch for this reason more than other groups of ages. This case motivates speakers to code-switch in all social classes especially in upper-middle social class.

6) *Intricacy of some words in the language that the person speaks*. As Auerbach (1993) has mentioned, one of the functions of code-switching is performance of grammar, phonology, morphology, and spelling. The intricacy of some words may be due to the pronunciation or the conceptual or connotative meaning of the word. In such cases the speakers, especially girls more than boys, and half of the children and teenagers, find it easy to code-switch between languages and use the equivalents. Also, sometimes saying some sentences in a language seems difficult, so the speaker decides to code-switch. This factor is one of the motivational determinants that takes place in all social classes.

7) *Asking question.* In most of the classes students′ code-switching was in the way so much so that they said the sentence in Persian or Turkish and just added the English word ″Teacher″ to the beginning of the sentence to call the teacher. In such situations, they mostly want to ask the teacher a question they do not know how to ask in English.

Teachers

All motivational determinants, except case 6, motivate teachers to code-switch independent from their teaching level. These factors include:

1) *Preventing students' confusion.* Myers-Scotton (1993) in her *Markedness Model* has stated that classroom code-switching can occur in order to interpret and clarify the subject. Also, Moghadam, Samad and Shahraki (2012) found that the teachers use code-switching with the purpose of clarification and translation into L1. There are some times throughout the class when students cannot understand what the teacher says in English and get confused. So, mostly teachers code-switch to prevent students′ confusion.

2) *Providing better understanding for students*. According to Auerbach (1993), one of the functions of code-switching is the evaluation of understanding. Since students are multilingual, code-switching to their L1 or L2 can help them understand better. Teachers are aware of this fact so they sometimes code-switch for providing better understanding for students.

3) *Simplifying teaching.* Simplifying involves the process of teaching and learning on the part of both the teacher and the students. In other words, the teachers can teach simply when they code switch and the students can learn easily when the code-switching is used whether by the teacher or by themselves. Duff and Polio (1990) has mentioned that teachers might find it difficult or even impossible to teach exclusively in English, so they code-switch.

4) *Saving time.* Explaining some concepts, words, or sentences in English is really time-consuming because the teacher has to give a long definition with unfamiliar words which are more complicated than the word that is being explained. Giving such definitions seems to be unnecessary since not only it does not sometimes help students understand the meaning and even makes them more confused, but it consumes the time of the class. So code-switching can be seen as a solution. Also Yletyinen (2004) has said that code-switching was a useful strategy that saved the time of the class.

5) *Providing better teaching*. Good teaching can be explained in terms of filling the gaps in teaching and causing students understand better (Eldridge, 1996) and transferring information easily.

6) *Teaching new terms or explaining the previous grammar again*. Based on Hymes′ (1962) ″Metalinguistic function″, code-switching is used to define the terms, paraphrase others′ words and metaphors. Sometimes for teaching new terms and vocabulary, the teacher has to ask for help from students′ L1 or L2. Liang (2006) stated that the most important reason for code-switching was unknown vocabulary. Also, when teaching the new grammar all of the teachers explain in English and try to solve students′ problems through extending technique, i.e., by supplying more examples for practice. But when students could not understand or when the teacher wanted to explain the previous grammar to solve students′ problem, they decided to use students′ L1 or L2. This case mostly happens in intermediate, high-intermediate, and especially advanced levels, because in lower levels, most of the words are concrete. However, in the upper levels, the words become abstract so beside the synonyms or antonyms that the teachers provide, they may give an equivalent or a short definition in L1 or L2.

7) *Feeling comfortable.* When teachers code-switch to L1 or L2, they feel comfortable. Gulzar and Qadir (2010) report that the major functions of the teachers′ code-switching are socialization and creating a sense of belonging. According to

Ferguson (2003) teachers code-switch to L1 or L2 to discuss personal issues while talking to students on topics not related to teaching or learning. Also it is possible for the teacher to forget some words and code-switch to L1 or L2. If they use code-switching frequently in the class during their teaching, they will not feel embarrassed when they code-switch at the time of forgetting.

8) *Assigning homework.* Ferguson (2003) has mentioned that teachers code-switch to assess students and their works and Auerbach (1993) has asserted that teachers code-switch for giving tasks. When assigning homework, some teachers use L1 or L2 for making the students fully understand what they are responsible to do. At that time students mostly talk to the teacher and ask questions in Turkish and Persian.

Both Students and Teachers

Some motivating factors are common for students and teachers:

1) *Joking and making intimacy.* One use of code-switching is for joking, making fun, and intimacy (Hamidi & Sarem, 2012; Martínez, 2010). This case is related to Hymes′ (1962) ″Poetic functions″, that is, ″to insert some jokes, stories, poetic quotations in order to add a sense of humor during the conversation″ (Weng, 2012, p. 1674). In addition, this case can belong to Hymes′ (1962) ″Contact″ and ″Directive″ communicative functions i.e. to make learners have a sense of belonging or to enhance their activity and to direct someone or to get the listeners′ attention.

In the classes, this purpose was achieved by using words like ″Yaxchi″ (Turkish word meaning OK!), ″Ya Allah″ or ″Inshallah″ (Arabic words meaning if God wishes!) with the purpose of joking and making students answer the questions, participate, and be encouraged to speak (Üstünel & Seedhouse, 2005). Also students code-switch with the aim of joking. Moreover, Camilleri (1996) found that code-switching was used to decrease the social distance between the teacher and the learners so that students feel free (Rose, 2006) and their participation increases (Myers-Scotton, 1993).

2) *Discussing new discussion topics.* When discussing new topics for which students had little knowledge of vocabulary or there was no English equivalent for some words, the students had to code-switch to Turkish or Persian and the teacher provided the English equivalent. In such situations the reason of discussion is not just language practice but is more to explain what had happened to them and to make intimacy (Gardner-Chloros, 2009). That is, they want to discuss personal issues on topics not related to teaching or learning (Ferguson, 2003). However, in some other classes when talking about any issue the teacher does not let students talk in any language other than English. When confronting a word for which the students do not know English equivalent, they inevitably code-switch to say the

Turkish or Persian word (Eldridge, 1996) and the teacher or sometimes classmates help them with English equivalent.

3) *Explaining topic of new lesson*. At the time of explaining the topic of new lesson, the teachers use the new vocabulary and grammar. Since the students mostly do not dominate the new vocabulary and new grammar, they start to ask each other or the teacher questions in English or they want to explain the similar experience they had about the topic in Turkish or Persian. At that time most of the teachers prevent them from speaking in Turkish by reminding them ″In English!″. Thus, the students either code-switch to English or stop speaking. However, some teachers approve or correct what the students said in L1 or L2 and continue teaching in English.

Conclusion

The present research was conducted in an attempt to examine the motivational determinants of classroom code-switching in Iranian English language institutes in Tabriz where people are dominantly multilinguals. It can be concluded that classroom code-switching occurs under the influence of several motivational determinants. Students code-switch into other language for 1) giving the equivalent of some words in the other language, 2) saying words that are absent in their language, 3) transferring information easily, 4) making others understand better, 5) expressing emotions easily, 6) avoiding intricate words and structures, and 7) asking questions. Also, teachers use code-switching for 1) preventing students′ confusion, 2) providing better understanding for students, 3) simplifying teaching, 4) saving time, 5) providing better teaching, 6) teaching new terms or explaining the previous grammar again, 7) feeling comfortable, and 8) assigning homework. Both teachers and students use code-switching with the purpose of 1) joking and making intimacy, 2) discussing new discussion topics, and 3) explaining topic of new lesson.

So, the important motivational determinants that motivate teachers and students to use code-switching in the class were provided. Providing these conclusions about the results can inform us that both teachers and students reported notable reasons for code-switching all of which contribute to students′ learning and comprehension and make a friendly atmosphere in the class where both teachers and students feel relaxed since they find a similarity among themselves which is their mother tongue, using of which assures them that their L1 identities are valued in the class. Finally, it seems worthy to mention that rather than considering code-switching as a weak point in teaching English or escaping code-switching or avoiding its use in the class, it is better to welcome code-switching as a teaching strategy and regard its positive role in the process of teaching English as foreign language.

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Appendix A.
Students′ Questionnaire

سلام

زبان آموزان عزیز، در ابتدا از اینکه وقت ارزشمندتان را برای پاسخ دادن به این پرسشنامه اختصاص داده‌اید سپاسگزاریم. موضوع تحقیق درباره تغییر زبان "Codeswitching" است. هدف، دانستن نظرات شما نسبت به این موضوع، بررسی دلایل استفاده از codeswitching، پررنگ تر کردن مزایا و یافتن راه حل مناسب برای معایب و مشکلات احتمالی است. این پرسشنامه برای افرادی تنظیم شده که زبان مادری‌شان <u>ترکی</u> است. از اینکه صادقانه به سوالات پاسخ می‌دهید متشکریم.

CS* مخفف واژه code-switching است بمعنی تغییر بین دو یا چند زبان هنگام صحبت کردن)مثلا از انگلیسی به فارسی یا ترکی)(.

جنسیت: مونث* مذکر * سن: .... سطح)level): *Advanced *High *Intermediate *Elementary *Basic

کاملا مخالفم	مخالفم	نظری ندارم	موافقم	کاملا موافقم	سوالات	
					من در مکالماتم از CS استفاده می‌کنم.	1
					من معمولا از کلمات انگلیسی Yes, No, Thank you درمکالماتم استفاده می‌کنم.	2
					در کلاس زبان هنگام انجام کار گروهی با هم گروهی‌هایم از CS استفاده می‌کنم.	3
					من در کلاس زبان در آموزشگاه به زبان انگلیسی ولی خارج از کلاسبه زبان ترکی یا فارسی با مدرس صحبت می‌کنم.	4
					CS مهارت‌های ارتباطی من را تقویت می‌کند.	5
					CS به رشد مهارت‌های زبانی من کمک می‌کند.	6
					استفاده از CS نشان می‌دهد که من فرد باسوادی هستم و دانش زیادی دارم.	7
					استفاده از CS نشان می‌دهد که من فرد با اعتباری هستم.	8
					CS مدرس و دانش آموزان بین زبان‌های ترکی و انگلیسی و فارسی تاثیر مثبتی در یادگیری زبان دارد.	9
					موقع صحبت کردن به زبان ترکی یا فارسی گاها از بعضی کلمات انگلیسی استفاده می‌کنم چون آن کلمات معادل ترکی یا فارسی ندارند و یا من آن را لحظه بخاطر نمی‌آورم.	10
					موقع صحبت کردن به زبان انگلیسی گاها نمی‌توانم بعضی کلمات را بخاطر بیارم و یا بلد نیستم به همین خاطر از کلمات ترکی یا فارسی استفاده می‌کنم.	11
					CS از ترکی یا فارسی به انگلیسییا برعکس به من کمک می‌کند تا کلمات جدید را راحت‌تر انتقال دهم.	12
					بخاطر پیچیدگی بعضی از لغات در زبان مادری ام)ترکی(یا زبان دومم)فارسی(از CS استفاده می‌کنم یعنی از ترکی یا فارسی مدام به انگلیسی CS می‌کنم.	13
					CS از فارسی و ترکی به انگلیسی و برعکس به من کمک میکند نظرات و احساساتم را راحت‌تر بیان کنم.	14
					CS به من کمک می‌کند تا بهتر متوجه شوم.	15
					من اغلب فقط یک کلمه در جمله انگلیسی را codeswitch می‌کنم.	16
					من اغلب یک جمله کامل را codeswitch می‌کنم.	17
					من اغلب یک عبارت را codeswitch می‌کنم.	18
					من اغلب در داخل کلمه codeswitch می‌کنم.)مثال: apple ها(.	19
					وقتی در کلاس زبان CS انجام می‌دهم مورد تمسخر همکلاسی‌هایم قرار می‌گیرم.	20
					استفاده از CS از ترکی یا فارسی به انگلیسی به من کمک می‌کند تا زبان انگیسی را در طول روز تمرین کنم.	21
					مدرس در کلاس از CS از انگلیسی به فارسی یا ترکی استفاده می‌کند.	22
					وقتی مدرس از CS از انگلیسی به فارسی یا ترکی استفاده می‌کند من درس را بهتر متوجه می‌شوم.	23
					ما در کلاس زبان در آموزشگاه اجازه نداریم از CS از انگلیسی به فارسی یا ترکی استفاده کنیم.	24
					در مدرسه یا دانشگاه معلم‌ها یا اساتید درس را بیشتر به زبان فارسی و گاها به ترکی توضیح می‌دهند.	25
					من بخاطر اینکه اجازه استفاده از CS در کلاس نداریم و باید انگلیسی صحبت کنیم اعتماد بنفس ندارم که صحبت کنم و معمولا ساکتم.	26

Appendix B. Little Students′ Questionnaire

بمنظور تسهیل در امر پاسخگویی زبان اموزان کم سن و سال، محقق سوالات پرسشنامه را برای زبان آموزان می خواند و انها شکلک مورد نظرشان را علامت میزنند.

جنسیت: مونث * مذکر * **سن**: ....

سطح (**level**) * Advanced   * High   * Intermediate   * Elementary   * Basic

کاملا مخالفم	مخالفم	نظری ندارم	موافقم	کاملا موافقم	
😠	🙁	😐	🙂	😍	۱
😠	🙁	😐	🙂	😍	2
😠	🙁	😐	🙂	😍	3
😠	🙁	😐	🙂	😍	4
😠	🙁	😐	🙂	😍	5
😠	🙁	😐	🙂	😍	6
😠	🙁	😐	🙂	😍	7
😠	🙁	😐	🙂	😍	8
😠	🙁	😐	🙂	😍	9
😠	🙁	😐	🙂	😍	**۱1**
😠	🙁	😐	🙂	😍	**۱۱**
😠	🙁	😐	🙂	😍	**۱2**
😠	🙁	😐	🙂	😍	**۱3**
😠	🙁	😐	🙂	😍	**۱4**
😠	🙁	😐	🙂	😍	**۱5**
😠	🙁	😐	🙂	😍	۱6
😠	🙁	😐	🙂	😍	۱7
😠	🙁	😐	🙂	😍	۱8
😠	🙁	😐	🙂	😍	۱9
😠	🙁	😐	🙂	😍	21
😠	🙁	😐	🙂	😍	۲۱
😠	🙁	😐	🙂	😍	22
😠	🙁	😐	🙂	😍	23
😠	🙁	😐	🙂	😍	24
😠	🙁	😐	🙂	😍	25
😠	🙁	😐	🙂	😍	26

Appendix C. Teachers′ Questionnaire

Dear Lecturer/Instructor,
Thank you for participating in this questionnaire. You are going to deal with questions about Code-Switching (*refers to alternating between one or more languages*). This questionnaire is designed to find out types of code-switching, motivational factors of code-switching, and your opinion about code-switching. Please answer the questions honestly.

Gender: Female﹡ Male﹡ Edu. Level: MS﹡ BA﹡ MA﹡ PhD﹡ Teaching experience: …………years
Level you teach: Basic﹡   Intermediate﹡   High﹡   Advanced﹡

	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly
1	I use English for teaching.					
2	I use Persian for teaching.					
3	I use Turkish for teaching.					
4	I usually code switch from English to Turkish/Persian when I teach.					
5	I use code-switching to give tasks.					
6	I use code-switching to translate and clarify difficult vocabulary.					
7	I use code-switching to boost students to participate in class activities.					
8	I often codeswitch to English when I am talking in Turkish/ Persian.					
9	I only use English when I feel I′m being observed. Mostly, I teach in Persian or Turkish.					
10	I only codeswitch to Turkish or Persian when teaching new terms.					
11	I only codeswitch to Turkish or Persian when my students are confused.					
12	I teach better when I codeswitch.					
13	Code-switching saves time in teaching.					
14	Codeswitch simplifies teaching.					
15	Students understand better when I codeswitch.					
16	I feel more comfortable when I communicate with my students in language other than English.					
17	I often use code-switch one wordwithin an English sentence.					
18	I often codeswitch the complete sentence to Turkish or Persian.					
19	I use code-switching for tag phrases.					
20	I often use code-switching within the word.					
21	Code-switching eases up teaching method.					
22	Code-switching wastes time in the classroom.					
23	Students give positive feedback when I codeswitch.					
24	Students still get confused when I codeswitch.					
25	Code-switching does not promote English speaking environment.					
26	I′m being asked to codeswitch by my students.					
27	Students become fully dependent on code-switching for better understanding.					
28	Using code-switching leads to the weakness of students′ English.					
29	Using code-switching strengthens students′ English.					
30	Code-switching is important in teaching any subject.					
31	Code-switching is necessary in Iranian context.					
32	Code-switching can be planned in teaching.					
33	Code switching should be avoided.					
34	I think teaching courses only in English language is beneficial for students.					
35	Teaching courses in English and a language other than English makes it easy for students to understand.					

Thanks

Authors′ Biography

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