

An Investigation of Teachers and Learners' Use of English-Persian Code Switching in Iranian Intermediate EFL Classrooms

Somayyeh Gholizadeh Barandagh¹, Masoud Zoghi², Davoud Amini³

¹M.A student in ELT, Department of English Language, Ahar branch, Islamic Azad University, Ahar, Iran

²Assistant professor in TESL, Department of English Language, Ahar branch, Islamic Azad University, Ahar, Iran

³Assistant professor in TESL, Department of English Language, Sarab branch, Islamic Azad University, Sarab, Iran

ABSTRACT

Since the 1990s, researchers have examined several issues related to teachers' and learners' use of the foreign language and the mother tongue (code switching) in the foreign language classroom. Both earlier and recent research on this issue showed that the mother tongue may have important functions in the foreign language classroom. Due to the alarming signals of declining proficiency level among English Language learners in Iran, the main objective of this research was to show the results of a survey study which investigated the use of English and Persian in interactive exchanges between the teacher and the learners in intermediate EFL Classrooms. We managed to get the cooperation of teachers and students in classes of six girls' high schools in a small town in Iran (Khalkhal). The researcher observed and audio-recorded all classes, and analyzed the data from each class. The results showed that the teachers used code switching mainly for academic purposes (such as explaining and clarifying subject content) but also frequently for social reasons (maintaining social relationships with learners and also for being humorous) as well as for classroom management purposes (such as reprimanding learners). The findings indicated that the students also used code switching for many purposes such as requesting help, comments on lesson or other subjects, helping each other, self-correction and talking about the matters not related to lesson. Implications may be drawn for language teacher education programs and for further research on systematic investigation into actual classroom practices.

KEYWORDS: code switching, functions, types of code switching, English as a Foreign Language (EFL) classroom, classroom interaction.

1. INTRODUCTION

Alternation between languages in the form of code switching is a widely observed phenomenon in foreign language classrooms. Code switching has been defined as "the mixing of two or more languages within the same conversational episode" (Halmari, 2004, p.115), and "it can occur at word, phrase, clause or sentence level" (Valdés-Fallis, 1978, p.1). Additionally, the two languages between which switching occurs are the native language of the students, and the foreign language that students study in the classroom. In this study, the students' native language is Persian and the foreign language that they study in the classroom is English. The majority of Iranian school students choose English as their first foreign language at the age of twelve. By the time they finish their junior high school they have been studying English for three years. As most of the students attend government-run high school, another four years are added to this, which leads to seven years of English learning. Usually English is only one school subject among other which means that the students receive approximately the same amount of teaching in English as they do in other subjects. As Persian is usually the mother tongue of both the teacher and the students in some provinces, it is very likely that there will be situations during the lessons that Persian will be used instead of English; therefore, this is the starting point of the present thesis. In EFL classrooms in Iran, the teacher's aim is to teach the students English while the students' aim is to learn English by listening, reading and doing written and oral activities. The language of teaching is usually English. However, there are instances where the language changes from English to Persian or vice versa. This phenomenon is called code switching. What the researcher is interested in the current study is the occurrences of code switching in Iranian EFL classrooms; more specifically, she wants to explore types of code switching and the functions code switching serves in EFL classroom interactions, that is, how the teacher and the students use it.

Different definitions for code switching suggested by researchers, for example Gumperz's (1982, p.59), defined code switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems." Myers-Scotton's (2006, p.239) general definition of code switching is "the use of two language varieties in the same conversation." Poplock (1980) defines code

*Corresponding Author: Somayyeh Gholizadeh Barandagh, M.A student in ELT, Department of English Language, Ahar branch, Islamic Azad University, Ahar, Iran. Somayyeh.Gholizadeh@yahoo.com

switching as the alternation of two languages within a single discourse, sentence or constituent, which in balanced bilinguals is governed by both extra-linguistic and linguistic factors. Nunan and Carter (2001, p. 275) defined code switching as "a phenomenon of switching from one language to another in the same discourse". Jacobson (1983) also considers the code switching as a tool for the acquisition of subject appropriate vocabulary in first and second language. The term "code switching" refers to alternations of language within a single conversation, often involving switches within a single speaker turn or a single sentence (McCormick 1995, p.194). Heller (1988, p.4) defines code switching as "the use of more than one language in the course of a single communication episode."

This study will base its categorization of code switching types on Poplack's (1980) work. She identifies the following types: intra-sentential switching, inter-sentential switching and tag-switching, which is also called extra-sentential switching by Milroy and Muysken (1995).

Auer (1998) and Martin-Jones (1995) proposed two functions of code switching: discourse-related code switching and particular-related code switching. Discourse-related code switching means "the use of code switching to organize the conversation by contributing to the interactional meaning of a particular utterance" (Auer, 1998: 4). Participant-related code switching, on the other hand, takes in to account the hearer's linguistic preferences or competences (Martin-Jones, 1995, p. 99). Flyman - Mattsson and Burenhult (1999) defined different functions of code switching, which included: i. Linguistic insecurity, ii. Topic switch iii. Affective functions, iv. Socializing functions, v. Repetitive functions. Guthrie (1984) identified five communicative functions of code switching: i. for translation, ii. for we-code iii. For procedures and directions, iv. for clarification, and v. for checking understanding. Sert, (2005) lists the functions of teacher code switching as topic switch, affective, and repetitive functions. Eldridge (1996) outlines functions of student code switching as equivalence, floor-holding, reiteration and conflict control.

It can be mentioned that most research in code switching has been concerned with its occurrence in natural bilingual and multilingual social contexts (Gumpers, 1982; Cheng & Bultler, 1989; Kachru 1989). Few studies have been conducted on code switching in foreign language classrooms especially in Iranian EFL classrooms with regard to types and functions of code switching (Rezvani and Eslami Rasekh, 2011; Rahimi and Eftekhari, 2011; Yaqubi & Doqaruni, 2009). However, these studies differ from the present study in that they did not take into account the interaction in the classroom, i.e. they did not analyze pieces of classroom discourse as such and also they only consider teachers' use of code switching at elementary and university level not students' use of code switching at intermediate level. In this sense the present study will bring new information to the issue of functions and types of code switching in Iranian foreign language classrooms. Therefore, the following questions were raised in this study:

- 1) What types of code switching do Iranian EFL teachers and learners use in their intermediate level classrooms?
- 2) What functions does teachers and learners' code switching serve in classroom interactions?

3. METHOD

3.1. Design of the study

This research study was based on the survey study. The reason why this research design was selected was that the current investigation intended to study types of code switching and the functions code switching can serve in the classroom. This study was conducted through observation. Observation data were collected by means of notes taken at the research site and audio recording.

3.2. Participants

The participants of the study were both students and teachers. They were selected from six girls' government-run high schools of khalkhal. students were selected from the grade three and they were from different fields of the study (Mathematics, Experimental science, Humanities, Technical and Occupational). All of the students were female and they were approximately 16 or 17 years old and all of them had studied English for five years and they are studying it now for 6 years. The teachers were also female. They were all BA holders in TEFL and they had all completed the same teacher training programs. They had approximately 10-15 years teaching experience in English. Furthermore, it was relevant to mention that teachers nor the students in this study were native speakers of English, and all of them shared Persian as their native language. This research used convenience sampling procedure for selecting the samples of the study. That is, all classes of six girls' high schools in khalkhal were used for observation, but because of excessive amount of data obtained from observation, only the data obtained from the observation of four classes were included in this study. This selection was based on simple random sampling.

3.3. Data collection and Analysis

Instrument employed in this study was observation, together with note taking and audio-recording. The focus of the study when using observation was on four EFL classrooms at intermediate level. Each class

were carefully observed and audio-recorded about 90 minutes during one session. The observer sat at the back of the class the entire 90 minutes of class time, and made comprehensive field notes (i.e. systematic and comprehensive description of all classroom events) that consisted of teaching and learning activities, language use, verbal and non-verbal classroom interaction, and what had been included in the students' book. After all the class visits were complete, the audio-recordings and note takings were carefully transcribed by using the method proposed by Best and Kahn (2006, p. 270) which included three steps in analyzing the data: 1: organizing the data, 2: describing the data, 3: interpreting the data.

4. RESULTS

In order to answer the research questions, the researcher analyzed the data obtained by observation. This section consists of analyses the three types of code switching and this analysis serves as a starting point to the next analysis of the functions of code switching.

4.1. Types of code switching

There are three types of code switching: inter-sentential code switching, intra-sentential code switching, and tag-switching (Poplock, 1980). In the following, the present data will be analyzed according to these three types.

4.1.1. Inter-sentential Code Switching

Inter-sentential code switching occurs between sentences or clauses, or between turns. In the data this type of code switching was used in all four classes, when for example, translating or explaining something (grammar, exercise, reading, etc.). Both teachers and the students used inter-sentential code switching.

Example:

Teacher (Rahbari): most of the families wanted to have a television back in their house. (Bishtare khanevadeha khastand ke televizion be khanehaishan bargardad.)

Here the teacher uses inter-sentential code switching which occurs in translating and because code switching takes place between sentences, it is called inter-sentential code switching.

4.1.2. Intra-sentential Code Switching

Intra-sentential code switching occurs within a sentence. According to Poplack (1980), it requires a lot of integration and therefore it is only used by the most fluent bilinguals.

Example:

Teacher (Alaie): can watching TV have bad effects on our body?

Ebrahimi: yes, it can be harmful for our binayi (eyesight).

In this example the student spoke in English, but when she could not find a word in English, she switched to Persian. Because this switching occurs between sentences, it is called intra-sentential code switching.

4.1.3. Tag-Switching

Tag-switching involves the insertion of a tag or a short fixed phrase (i.e. discourse markers or sentence-fillers) in one code into an utterance, which is entirely in another code. In classrooms this means that while speaking English the teacher or a student can insert a Persian tag to the utterance, or vice versa.

Example:

Teacher (Mohammadi): Asadi, answer the question 2 in writing one, page 15.

Asadi: bale. Do you know who can fix the car? Yes. I know who can fix the car.

In this example, the student in answering and accepting the teacher request switched to Persian. Researcher would consider this a case of tag-switching since it is a word that could be placed in some other place in the sentence as well. Furthermore, as it does not have syntactic constraint; hence, it could be termed as a tag.

4.2. Functions of code switching

The focus of this section will be to report different functional categories that were found in the data. The intention is not to treat the data obtained from four classes as separate entities, but rather to focus on the data as a whole.

4.2.1. Explanation:

Explanation occurred when (usually) the teacher wanted or saw a need to repeat what had been previously said in another language in order to help the students understand her. Explanation occurred at different places during the lessons: when teaching grammar, checking an exercise, when doing an exercise and when working through a lesson in the book.

Example:

Teacher (Rahbari): jomalati ra ke ebarate esmi darand ro dar reading peida konid va ziresh khat bekeshid. (Find and underline the sentences include noun clauses in Reading.)

Code switching for explanation was used in four classes. In the example it is understandable that the teacher used code switching from English to Persian to clarify her point since some of the students could not understand what the teacher wanted them to do.

4.2.2. *Requesting Help*

When students are faced with a problem or question during the lesson, they usually resort to code switching to find an answer to their problems. One common function of code switching in the present data was, in fact, requesting help. This function was employed by the students; they used it when they wanted to ask for help.

Example:

Teacher (Mohammadi): who can answer the number 5 in True/False section?

Taheri: kodum soalo dare mige? (Which question is she saying?)

Paymani: fekr konam tu gesmatr True/False shomare panjo mige. (I think that she is saying number 5 in True/False section.)

4.2.3. *Students Helping Each Other*

There were also a few instances where students helped each other when doing an activity which involves the whole class. Usually this kind of code switching occurred when the teacher asked a student something in English that she could not understand and the other students helped by translating the teacher's question in to Persian.

Example:

Teacher (Abolfathi): Asadi, can you say how often do you have physics?

Moradi: Seshanbe va panjshanbe. (Tuesday and Thursday)

Asadi: Tuesday and Thursday.

In researcher's opinion, the teacher should not always step in to help the students but let the students solve the problem among themselves.

4.2.4. *Self-Corrections*

This function of code switching was quite common in all four classes and there were some instances of self-correction in the data. The students employed self-correction in their utterance by beginning it in English but inserting one word or a couple of words in Persian in the middle of the utterance.

Teacher (Mohammadi): look at page 14 and answer the questions using the pictures. Ahmadi, read the question 4 and answer it.

Ahmadi: what is she going to eat? She is going to eats a sandwich.

Ahmadi: na bebakhshid baiad shekel sadash estefede beshe, eat. (no sorry, the simple form of the word should be used, eat.) She is going to eat a sandwich.

4.2.5. *Moving from One Activity to Another*

This function of code switching was employed by the teachers. The teachers in the data used code switching to mark a shift in the lesson; furthermore, they employed this function often. This marking of activity shift in the

lesson happened when the teachers moved from one topic to another: from discussing an exercise to teaching grammar and vice versa, from learning grammar to looking at speak out and from giving instructions to doing a listening comprehension.

Example:

Teacher (Alaie): Asadi, shanozdah (sixteen); Mohammadi, hevdah (seventeen); Bagheri, sizdah (thirteen).

Teacher (Alaie): ok, speaking is enough. Listen to me carefully, I want to teach grammar: noun clauses.

Here the teacher after saying the students marks shifted to English to get students' attention to new activity which was teaching grammar.

4.2.6. *Code Switching in Clearing Misunderstandings*

There were a couple of instances in the data where a misunderstanding occurred during a lesson and in order to clear it code switching was employed. This function of code switching was visible in the classes. One case of a clarification of a misunderstanding in the data was when the teacher remembered one student's name incorrectly.

Example:

Teacher (Abolfathi): Miss Mohammadi, can you say some advantageous and disadvantageous of watching TV?

Rahmani: esme on Ghamesie khanum. (her name is Ghasemi, Mrs.)

4.2.7. *Not Knowing the English Counterpart*

There was one instance in the data when a student inserted a Persian word into an otherwise English utterance. Sometimes this code switching was triggered by the fact that the English counterpart was unknown at that moment. If the student had inserted a Persian word, the teacher usually reacted to that by trying to find the correct translation but not always.

Example:

Salami: Watching TV can have some advantageous, such as, it informs us about the new 'rouidadha' (events).

Teacher (Rahbari): events.

4.2.8. *Checking for Understanding*

In the data this function was visible in all four classes; when a class was going through a new lesson, there were usually new words and expressions in English that the teacher wanted the students to understand. As she was checking for the students' understanding, code switching occurred since the new expressions and words were translated in to Persian.

Example:

Teacher (Mohammadi): yes, thanks. Here the meaning of average is different from the two previous examples, it means 'moadel'. (average)

Teacher (Mohammadi): the average of 3.7 and 8 is 6. In this sentence average means 'miangin'. (average)

4.2.9. *Unofficial Interactions*

According to Canagarajah (1995, p.185), interactions that are not demanded by the lesson are called unofficial interactions. This function of code switching occurred when either the students or the teacher were talking about issues not related strictly to the lesson. Unofficial interactions were also visible in the present data.

Example:

Kazemi: kafshato kei kharidi? Kheili ghashang hastan. (When did you buy your shoes? They are very beautiful.)

Ebrahimi: merc, panjshanbe gozashte ba mamana gereftam. (Thanks, I bought them with my mother last Thursday.)

An explanation to the students' behavior in this example could be that as the teacher had been teaching new words, they might have lost their attention to the lesson. The students got this opportunity to engage in unofficial talk which was not related to lesson.

4.2.10. *Students' Comments*

The function of students' comments differs from the function of unofficial interactions in that the comments made by students are linked with the situation at hand. In the present data the students mainly commented on the exercises or activities, or events relating to the exercise.

Example:

Teacher (Alaie): put the words which I read under their right column according to their final-s or -es pronunciation.

Faehoudi: bebakhshid khanum man nemidunam chejuri baiad in tamrino benevisim. (Excuse me Miss, I don't know how I should write this exercise.)

4.2.11. *Student Initiation*

This kind of code switching occurred when a student's code switching from English to Persian was followed by the teacher's switch to Persian as well.

Example:

Yousefi: salam khanum, bebakhshid mitunam biam kelas? (Hello Miss, excuse me can I come to the class?)

Teacher (Abolfathi): aya be otaghe modir rafti va dir omdaneto etela dadi? (Did you go to the manager's room and inform them from your being late?)

In this example the student had been taught how to apologize and take permission in English, but her frustration for being late forced her to use Persian when talking with the teacher. Her use of Persian made the teacher to switch to Persian.

4.2.12. *Teacher Admonitions*

Canagarajah (1995, p.183) explains this function as one that is used when the teacher is disappointed with the students, and she uses the mother tongue to express his anger or frustration. This function of code switching could be seen in the data of the present study as well. However, there was only one instance of teacher admonition in the data.

Example:

Teacher (Mohammadi): chera in tamrinato aneveshtin? Shoma baiad hamasho mineveshtin.

(Why didn't you write these exercises? You should write all the exercise.)

Eslami: man nemidunestam ke baiad hamasho benevisim. (I didn't know we should write all of them.)

The teacher was somewhat angry at the students for not doing their homework. One indicator of this was the emotionally strong expression that she used in the example where she switched to Persian to deal with the issue of students not completing their homework.

4.2.13. Grammar Translation

Grammar translation means that while teaching and learning grammar there were instances when a clause was uttered both in Persian and English for the purpose of studying grammar. Example showed that how grammar translation was mostly used in the class. The teacher asked the students how a section in English was translated in to Persian.

Example:

Teacher (Rahbari): Mokhtari, translate the sentence which is on the board in to Persian.

Mokhtari: aya shoma midanid che moghe ou be dustash telephon kard? (Do you know when she telephoned her friend?)

4.2.14. Grammar Explanation

Grammar explanation differed from grammar translation in that during teaching grammar in Persian the teacher used English words which she did not translate. The base language was Persian, English was used because the teacher was teaching English grammar; thus the examples were in English.

Example:

Teacher (Rahbari): baraie baiane kari ke ghasd darim dar zamane aiande anjam dahim az ' be going to ' estefade mikonim. Bad az ' be going to ' fe'le aslie jomle be sorate shekel sade khahad amad va hamantori ke midanid 'be' haman afale 'to be (am, is, are) ' hastand Baraie mesal: they are going to eat dinner at a restaurant tonight.

4.2.15. Lapses

The researcher thinks that some of the instances of code switching in the present data cannot be categorized in to functions, instead, they could be simply treated as lapses. Lapse were instances where the teacher was speaking Persian but said a word or a couple words in English. These English words were spoken almost accidentally, since they were not required.

Example:

Teacher (Mohammadi): Be yek mesal dar Farsi tavajoh konid, For example, man be yad nadaram che moghe anham be Mashhad residend. 'Che oghe be mashhad residand' yek jomlevareie esmist. (pay attention to one example in Persian, for example, I don't remember when they arrived Mashhad. 'When they arrived to Mashhad' is a noun clause.)

In the example the teacher was teaching grammar in Persian but she used English when she said '*for example*'. The other uses of English were justified in this situation since she was teaching English grammar and was giving English examples to clarify her points. Her use of '*for example*', however, could be categorized as a lapses, since that was not part of the example she gave just after saying '*for example*' in Persian.

5. DISCUSSION

The findings of the present study showed that both the teacher and the students employed code switching in EFL classrooms. However, there were differences in their uses of code switching. The students mostly employed it from English to Persian, in contrast to the teachers, who employed it from Persian to English as well as from English to Persian. The students' behavior was understandable as they were not so confident users of English yet; when a problem arose they often resorted to Persian rather than trying to, for example, rephrase their English utterance (e.g. when clearing a misunderstanding). They might also employ code switching when, for instance, they wanted to catch the teacher's attention. This happened, for example, when a student wanted to comment on an exercise the class is doing. In addition, students wanted to help the less competent students by code switching to Persian to translate what the teacher has asked a less competent student. Catching the students' attention could also happen when the language was switched from Persian to English, for example, when the teacher moved from one classroom activity to another. The teacher had chosen to use English for certain classroom activities (e.g. having a discussion or going through a lesson in the book) while Persian was reserved for the other activities which included teaching. Therefore, when the language changed, the students could also expect a shift to something else in the lesson. Code switching can be done both on a conscious and an unconscious level (Cook, 2001). It seems that these switches were usually a conscious choice since by

employing code switching the teacher could for instance help students who did not understand something. However, sometimes there were occasions when a teacher's switched to Persian was not planned but was accidental (a lapse) or triggered by the student's code switching to Persian. Code switching took place in different parts of the lessons: when teaching grammar, teaching new words and reading, doing exercises and checking them, having a discussion and etc. The findings showed that especially the students used English mostly in materials – dependent talk. The students used English when it was demanded by the activity or the textbook, but Persian for unofficial interactions during the lessons, for commenting on the exercise and etc.

When applying Poplack's (1980) types of code switching to EFL classrooms, analysis of data has shown that in EFL context, code switching exhibited specific linguistic and functional features. Linguistically, Intra-sentential code switching was mostly employed when teaching grammar which demonstrated the nature of that situation (mode of studying was Persian but the examples were in English), another use of intra-sentential code switching was when translation of unfamiliar words or expressions. Inter-sentential code switching was found to occur in situations when grammar was being taught but also in many other functions (explanation, translation, requesting help or unofficial interaction just to name a few). The findings furthermore showed that inter-sentential code switching occurred both within a turn and between turns, the latter being the more common situation. Inter-sentential code switching was natural when, for instance, a student initiated code switching to Persian in a situation where others spoke English. Tag-switching was a less common feature of classroom code switching as the findings suggested. This may be because classroom discourse was structured, which means that there was not much room for free speaking, the teacher usually allocated the turns.

The findings of the present study had similarities to other studies done on functions of code switching. Canagarajah (1995) found that English is only used for material – based communication, while the mother tongue is reserved for other activities. The findings of the present study supported this idea. The findings of the research were in line with those of Duff and Polio (1990) in the sense that although our teachers enjoyed high English proficiency levels, they did not maximize the target language (i.e., English) in their classroom interactions.

6. CONCLUSION

This study represents an attempt to make contributions to a better understanding of teachers and learners' code switching between English and Persian in EFL context. In doing so, it tried to investigate three types of code switching and find out which different functions code switching has in Iranian EFL classrooms. This topic was chosen due to the researcher's profession as an English teacher and the fact that there was little code switching research in classrooms in Iran. The data came from six girls' high schools in intermediate level classes; Method of analysis was according to Best and Kahn method. The analysis was designed to be qualitative in nature; quantitative information was only used to report the overall frequency of types and different functions of code switching.

Although the findings presented in this study were based on classroom observation and on the analysis of transcriptions of a few EFL classes, It is suggested that those who work in the area of foreign/second language learning/acquisition should not disregard the beneficial aspect that code switching may have not only in teacher-learner interaction in the foreign language classroom, but also in foreign language learning. However, more research on code switching should be done in order to enhance our understanding of the demands of the learning situation in the foreign language classroom. The researcher believes that it may be unreasonable to expect the exclusive use of the target language in the classroom because teachers are expected to use every possible means at their disposal to fulfill their duty of educating their students and to ensure the smoothness of classroom interaction. In this regard, code switching can be deemed as a precious resource for teachers in foreign language classrooms and code switching should not be thought of as a forbidden practice or bad behavior.

The last point is that code switching is to be used mainly as a transition language teaching technique to eventually all English instruction. With the improvement of students' level of proficiency, communication in EFL classroom should take place in the target language as much as possible.

7. ACKNOWLEDGMENTS

This journey is never completed alone, and I wish to acknowledge those who have in various ways helped me get here. Firstly, I wish to express my sincere gratitude to my supervisor, Dr. Zoghi, for his valuable contributions from time to time to improve the quality of this thesis. His general comments about the proposal of this research work encouraged and enabled me to work hard to complete this study. I wish to thank him for taking his time to edit this work at different stages of its development despite his tight schedule. I would like to acknowledge my advisor, Dr. Amini, for his attention to this study and his positive and helpful guidance throughout the process of my investigation. I am thankful to the principles,

teachers and students of all schools in which this research was conducted for giving their time, assistance and participation in this study. Finally, warm thanks are due to my family, specially my parents for their assistance, patience, and support throughout the period of this study. Without your understanding and sacrifice, I wouldn't have made it thus far.

REFERENCES

- Auer, P. (ed.), 1998. *Code-switching in conversation: Language, interaction and identity*. London: Routledge.
- Best, W. Kahn, V., 2006. Research in education. (10nd. Ed), *Pearson Education Inc*, 10 (4), 270-271.
- Blom, J. P. & Gumperz, J. J., 1972. Social meaning in linguistic structures: Codeswitching in Norway. In J. J. Gumperz & D. Hymes (eds.). *Directions in Sociolinguistics* (pp. 407-434). New York: Holt, Rinehart & Winston.
- Brown, K (Ed.),. 2006. *Encyclopedia of language & linguistics*. Oxford: Elsevier, United Kingdom.
- Canagarajah, A., 1995. Functions of code switching in ESL classrooms: Sociolinguistic Bilingualism in Jaffra. *Journal of Multilingual and Multicultural Development*. 16, 173-195..
- Eldridge, J., 1996. *Code-switching in a Turkish secondary school*. *ELT Journal*, 50(4), 303-311.
- Flyman-Mattsson, A. & Burenhult, N., 1999. *Code switching in Second Language Teaching of French*. Retrieved on June 20, 2012, from [http:// dx.doi. org/10.1515/ 9783110849615.245](http://dx.doi.org/10.1515/9783110849615.245).
- Franceschini, R., 1998. Code-switching and the notion of code in linguistics: proposals for a dual focus model. In Auer, P (Ed.). 1998. *Code-switching in conversation* (pp.51-75). Retrieved on November 1, 2012, from <http://ebrary.com>
- Gumperz, J., 1976. *The Sociolinguistic Significance of Conversational Code-Switching*. (University of California Working Papers 46). Berkeley: University of California.
- Gumperz, J.J., 1982. *Discourse strategies*. Cambridge: Cambridge University Press.
- Guthrie, L. F., 1984. Contrasts in teachers' language use in a Chinese-English bilingual classroom. In J. Handscombe, R.A. Orem & B.P. Taylor (Eds.), *On TESOL 1983: The Question of Control*. TESOL, Washington, DC.
- Halmari, H., 2004. Code-switching patterns and developing discourse competence in L2. In D. Boxer & A. D. Cohen (Eds.). 2004. *Studying speaking to inform second language learning* (pp.115-144). Retrieved on October 29, 2011 from <http://ebrary.com>
- Heller, M., 1988. *Codeswitching: anthropological and sociolinguistic perspectives* (pp. 97-149). Berlin: Mouton de Gruyter. Retrieved on September 7, 2012, from <http://dx.doi.org/10.1515/9783110849615.77>
- Jacobson, R., 1983. *Inter-sentential codeswitching: an educationally justifiable strategy*. ERC Document Reproduction Service, (14), 231 221.
- Jacobson, R. (ed.),. 1990. *Code switching as a worldwide phenomenon*. New York: Peter Lang.
- Kachru, B. B., 1978. Code-mixing as a communicative strategy in India. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics* (pp. 107-124). Washington, DC: Georgetown University Press.
- Martin-Jones, M., 1995. Code-switching in the classroom: two decades of research. In L. Milroy, & P. Muysken (Eds.), *One Speaker, Two Languages: Cross-disciplinary Perspectives on Code-switching* (pp. 90-111). New York: Cambridge University Press.
- McCormick, K., 1995. Code-switching, code-mixing and convergence in Cape Town. In R. Mesthrie (ed.) *Language and social history*. Cape Town: David Philip Publishers, 12, 193-208.
- Milroy, L., & Muysken., 1995. *One speaker, two languages: Cross-disciplinary research on code-switching*. Cambridge: Cambridge University Press.
- Myers-Scotton , C., 2006. *Multiple voices: an introduction to Bilingualism*, Blackwell publishing.
- Nunan, D., & Carter, R., 2001. *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Poplack, S., 1980. Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPANOL: Toward a typology of code-switching. *Linguistics*, 18, 581-618.
- Rahimi, A. Eftekheri, M., 2011. Psycholinguistic code switching in Iranian university Classroom. *Journal of Language Teaching and Learning*. 54-63.
- Rezvani, E. Eslami, A., 2011. Code Switching in Iranian elementary EFL Classroom: An Exploratory Investigation. *English Language Teaching*, 4, 18-25.
- Sert, O., 2005. The functions of code switching in elt classrooms. *The Internet TESL Journal*, 10 (8). Retrieved on September 26, 2012, from <http://iteslj.org/Articles/Sert-CodeSwitching.html>.
- Valdes-Fallis, Guadalupe., 1978. *Code-switching and the classroom teacher*. Arlington, Virginia: Center for applied linguistics.
- Yaqubi, B., & Doquaruni, V., 2009. Examining the relationship between Iranian Nonnative English teachers' use of communication strategies and context types within Iranian EFL classrooms. *Iranian EFL Journal*, 5, 46-92