



The Role of Code-Switching on Iranian EFL Learners' Speaking Ability

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ABSTRACT

The impact of code switching on the speaking of EFL students' learning ability, the significance of code switching in classrooms where medium of instruction is second or foreign language is approved reality. Observation of bilingual or multilingual classrooms show that teachers use code switching in different situations for different purposes. In speaking classes using code switching in Iranian school classes reduced the scores of the students and it has negative effect on the students. The researcher used code-switching in two groups of students in six grade of primary school. In the speaking class by the two groups of 40 students, using code switch of the 20 of the student and not using code switching of 20 of the other students. Teaching them for about ten sessions the result has been shown that by those students that using code switching the score of them is low and those who haven't used code switching was wonderful.

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Introduction

Code switching is shifting from one language to another in a conversation. It is one of the mixture of variety in language. Code switching is the inevitable consequence of bilingualism or multilingualism.

Anyone who speaks more than one language chooses between them according to circumstances.

The first consideration is which language will be comprehensible to the person addressed. In community multilingualism the different languages are always used in different situation. Code switching is a general assurance in Iranian English learning context. Researchers have got different views about its definition.

The official language is Persian, hence, people never get the chance to communicate in English unless, and they face to coercible situation like career requirements that make them use English in their everyday conversation. In this case, use of English is rare, thus authentic context or real exposure to the language outside the language classroom is very limited, and these increase a tendency of using their mother tongue in the learning setting.

The aim of the study is to figure out possible and negative impacts of using code switching on the speaking of students' understanding of target language, students' learning ability and to discover their attitude toward. Utilizing code switching as a medium of instruction in a learning environment.

Literature Review

Riegelhaupt (2000), for example suggests: Research in code switching in the United States started to unfold when the nation began to address the academic inequalities that make it difficult for Spanish/English bilinguals and speakers of Black English to succeed. In the mid-1960s, and by the early 1970s humorous studies were being published.

One of the first sources to discuss classroom language using sociolinguistic theory and ethnographic methodology was functions of code switching in the classroom by Cazden Vera and Hymes (1972). Language use in multilingual classroom must be pedagogically and linguistically sound, culturally relevant, and socially responsive. It must involve

and know how to appropriately while using linguistic strategies which support bilingualism and cognitive development. Language use in the classroom must not only mirror the community's language use but also must provide an effective model and learning environment for bilingual students. When researchers are knowledgeable about all aspects of the surrounding communities and how they interact, they can help teachers respond to the linguistic and cultural realities of their students such knowledge can help make the classroom a place where we promote equality and try to avert the prejudice often found outside the school.

There is another suggestion from JelenaBrezjanoric-Shorgren(2002), This research attempts to expose the patterns of language behavior of two year old bilingual children through the analysis of the code switching and code mixing occurrences in their everyday conversation behind such patter in order to see whether there are any differences between the two case studies, and most of all, what is causing these differences in linguistic behavior to occur. Data used in analysis was collected during informal conversations recorded in home domain of the two families studied the recorded data along with the observational notes collected was the analyzed sentence by sentence and separated into several dyads in order to understand the relation between the children's code switching/code mixing and the interlocutor.

Establishing "we code", referential, directive, and reactive to positive/negative face and power. The major difference between the two it is concluded that the most common motivation behind their code choice is solidarity children's language behavior regarding code choice is rather in the patterns of code switching versus code mixing. The body, being a natural bilingual who acquired the second (L2) simultaneously is more prone to code switching in certain situations, on the other hand, the girl, who acquired L2 consecutively and therefore adopted the syntax of Serbian language, use more code mixing during her conversational interactions.

This showed close connection of the linguist behavior with the linguist environment exposing essential mechanisms

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of children's ability to adjust their language skills to their conversational needs. As the conclusion both children act as rational speakers choosing an appropriate code to fit the needs of the conversational participants. Even though they are five years old, they are aware of their bilingual skills and aware of linguistic rules and needs to satisfy cultural norms. One such observation in the boy's speech patterns is that he rarely code mixes or code switches when he is talking with his maternal grandmother, adjusting only his accent to fit the Serbian one, rolling his "r's" believing it would be more intelligible to his passive bilingual interlocutor. Since there is an observable difference in patterns developed by each child further research should be done to describe in more detail. Whether or not this can be applied universally. In addition, a more detailed analysis of the free morpheme constraint element should be performed, which might show elements of the sentence were more vulnerable in which language.

Furthermore, the analyses of the external domain should be considered, as the result could potentially be utilized for performance evaluation in schools attended by the Serbian/English bilinguals. This regards to the overall shift in language behavior as the children become more proficient in L2, which might expose many important elements regarding the ability of the speaker (children in particular) to fine tune their linguistic skills in order to adjust to the environment.

Chad Nilp (2006) explained that the term code switching is broadly discussed and used in linguistics and a variety of related fields. A search of the linguistics and language Behavior Abstracts debates in 2005 shows more than 1,800 articles on the subject published in virtually every branch of linguistics. However, despite this ubiquity- or perhaps in part because of it –scholars does not seem to share a definition of the term. This is perhaps inevitable, given the different concerns of formal linguists, psycholinguists, sociolinguists, philosophers, anthropologists, etc. This paper will attempt to survey the use of the term code switching in sociocultural linguistics and suggest useful definitions for sociocultural work.

A useful definition of code switching for sociocultural linguistic analysis should recognize it as an alternation in the form of communication that signals a context in which the linguistic contribution can be understood the 'context' so signaled may be very local (such as the end of a turn at talk), very general such as positioning vis-à-vis some macro-sociology category), or anywhere in between. Furthermore, it is important to recognize that this signaling is accomplished by the action of participants in a particular interaction. That is to say, it is not necessary or desirable to spell out the meaning of particular code switching behavior a priori.

Rather, code switching is accomplished by parties in interaction, and the meaning of their behavior emerges from the interaction. This is not to say that the use of particular linguistic forms has no meaning, and that speakers "make it upon as they go." Individual member and can call on past experiences of discourse. These members form part of a language user's understanding of discourse functions.

Another research is from Rezaeian(2009) investigates the code switching behavior in Persian/Canadian English conversations. The code switching data were collected from interviews with four homogeneous groups of 16 young adult men and women and middle aged men and women. The analysis of 1,043 instances of intra-sentential code switching indicates no significant effect of age or gender on the code

switching patterns. In addition, the structural analysis of English lexical insertion shows that strict structural equivalence is not required for code switching to occur, as long as the inserted elements are congruent with the matrix frame. However, the lack of congruity between the verbal systems of Persian and English imposes some restrictions on the insertion of verbs.

English verbs can only be inserted through light verb constructions. This study also provides evidence against the strict separation between borrowing and code switching and argues for a unified treatment of the two phenomena. Finally, the issue of motivations behind code switching is addressed. She concluded the main objective of this study has been to offer a sociolinguistic as well as linguistic description of code switching between Persian and English. The code switching data used in this study were collected from voice-recordings of free-following conversations among 16 Iranian/Canadian bilinguals who have been living in Vancouver, Canada for five to nine years. The participants were divided into four groups based on their age and sex, so that young adult men and women and middle-aged men women were represented in the study. From the interviews, a corpus of 1,043 instances of intra-sentential (within the cp).

Code switching were extracted and analyzed, from both a sociolinguistic and a structural perspective. From a sociolinguistic perspective. From a sociolinguistic perspective, the effect of age and gender on the frequency of occurrence of code switching was investigated. It was observed that neither age nor gender has a significant effect on code switching. Other studies in the code switching literature, however, have found that age is a determining factor on the rate of code switching. The incompatibility of these findings may lie in the characteristics of Canadian community, the situation of Iranian community in Vancouver, participants' attitudes, social identities, and degree of acculturation. From a linguistic perspective, the structural pattern found in the data were explained.

The focus has been on lexical insertions in general, and light verb constructions in particular. It was found that, contrary to phrase structure congruence model (woolford, 1983) and linear equivalence constraint (poplack, 1980), code switching occurs between Persian and English at various points even though Persian and English are typically different languages. In neither case, the insertion of a single element results in an ungrammatical sentence. However, the incongruity between the verbal systems of the two languages imposes some restrictions on CS at some points. For example CS doesn't occur for finite verbs. English verbs can occur in Persian frames only through light verb constructions. The light verb of these constructions always comes from Persian (the matrix language), and carries the required verbal inflectional morphemes. The preverbal parts can be taken from English (the embedded language), and can be a noun, adjective, noun, verbs, verb+particle, and a bare infinitive. This study follows Kim, Pappas, and Rezaeian (2006, 2008), and proposes that the requirement of light verb constructions for the insertion of alien verbs into Persian frames may be taken as an evidence for considering LVC, AS THE UNDERLYING FORMS OF PERSIAN VERBS.

This proposal explains the prevalence of LVC in Persian monolingual and bilingual contexts, and the fact that bilinguals use these structures, while there are other, morphological strategies for code switching. In this study, it was also found that the verb 'do' (kardan) has a special place

among Persian light verbs. First, the number of Persian 'do' verb is more than that of the other light verbs in the data (76% of a total 186 light verbs). Secondly, in a bilingual Persian/English light verb construction, the Persian light verb either is an equivalent of light verb in Persian monolingual LVC, or is a Persian 'do' verb.

It was shown that, as Karimi (1997) suggests, the characteristics of Persian 'do' verbs allow them to act as achievement verbs accomplishment verbs, psyche verb, or experienter verbs. This property provides 'do' verbs with the opportunity to combine with a wide range of elements from nouns to adjectives and this is why the number of these verbs is more than that of other forms of light verbs in our data. The findings of this study also revealed that morphological and syntactic integration of the embedded elements is not valid criterion in distinguishing between borrowing and code switching in bilingual Persian /English contexts. English nouns, adjectives, and adverbs are syntactically and morphologically integrated into Persian frames. As was shown there is no difference in this regard between English lexical indentations and English phrasal insertions embedded phrasal elements also follow the syntactic and morphological rules of the matrix language, which is Persian, English verbs, on the other hand, occur as the preverbal parts of bilingual light verb constructions, a syntactic position which is not open to Persian verbs.

Sun young shin, (2010) believed that In a bilingual community, people often switch from one language to another in their daily conversations and the use of code-switching often reflects the social or cultural identities of the speakers. The switch to a particular language in the bilingual discourse can also be employed as an effective vehicle to signal ethnic identity. This paper seeks to explore the functions of code-switching in a Korean Sunday school through an analysis of code-switching data. I identify situation-related code-switching by examining participants' talk and the particular situations which prompt the use of Korean.

I also demonstrate how Korean is used in particular conversational acts, for example in directives, to invoke figures of authority and how Korean may also be used to avoid saying things which might be found offensive. In this vein, I argue that the use of Korean in bilingual discourse may index Korean ethnic identity by evoking the traditional social ideology of relative status and increasing solidarity. The purpose of this study is to identify the functions of code-switching practices in a Korean Sunday school. The data discussed here suggest that code-switching in Korean in this setting constructs and reinforces social hierarchies. The way Korean Sunday school teachers switch from English to Korean at particular junctures can be a useful tool for maintaining and reinforcing children's Korean identity.

Likewise, when Korean-American children at church switch to Korean from English, they are expressing respect and deference to an older person at church. For example, the mixing of Korean kinship terms in their bilingual speech can specify their relationship to other people in the traditional Korean system of social categorization and express their Korean identity. Furthermore, metaphorical code-switching, which is used as a conversational strategy for changing footing, reinforcing directives, and increasing mitigation, instantiates the way the Korean social hierarchy is reflected in bilingual interaction in a Korean ethnic church in theU.S. Code-switching is used to contextualize a change in footing to emphasize the authority of parents and other adults. The

Sunday school teachers also use code-switching to issue directives.

Method

In order to fulfill this study following research questions and Hypotheses were formulated:

The research questions are

1. Does the teachers' use of code switching have any impact on the speaking of EFL learning ability?
2. Does the students' use of code switching have any impact on the speaking of EFL learning ability?

Hypothesis of the study

Based on research questions I put these hypotheses:

1. The use of the teachers' code switching does not have any impact on the speaking of EFL learning ability.
2. The use of the students' code switching does not have any impact on the speaking.

Participants

The participants of the study were sixty Iranian EFL learners; the students studying in the 60 students of Sahand School. These learners were selected from among the EFL learners of conversation classes in Sahand, preschool centers where the researcher taught. The participants were at the early stages of second (foreign) language development and their English background knowledge was almost the same.

The participants, who were both girls and boys, were randomly divided into two different groups shaping the control and experimental groups of the study and then the treatment was initiated for one semester.

Instruments

In order to carry out this study only one instrument was used. This instrument was a standard Key English Test (KET) (2007) which was used as the posttest and was conducted at the end of the treatment phase (see Appendix I). The Key English Test (KET) enables candidates to demonstrate a basic level of English that will prove useful when travelling or working in English-speaking countries. There are two versions of KET available: KET and KET for Schools. Both follow exactly the same format and the level of the question papers is identical. The only difference is that the content and treatment of topics in KET for Schools have been particularly targeted at the interests and experience of school pupils. KET for Schools is available in a computer-based format as well as paper-based tests. Candidates taking the computer-based version take the Reading & Writing and Listening parts of the test on screen. The face-to-face Speaking test is the same for both the computer-based and paper-based versions of KET for Schools.

Procedure

According to what was discussed so far, phases are following that:

1. Selecting the population by reputable sampling criteria and dividing them into two groups of experimental group and control group
2. Getting participant's attitude toward code switching
3. Administration of pretest
4. Providing training to experimental group and explaining for control group
5. Administration of delayed posttest after a week
6. Data analysis

Data Analysis

After 24 sessions of treatment via employing code switching were over, the posttest of KET was administered. The results of the posttest in the form of scores (the average of the two score given by the two raters) for the speaking section

were analyzed and compared through SPSS version 21.

An independent t-test was run to compare the mean scores of the experimental and control groups on the KET posttest to probe the effect of the treatment on the second language achievement of the learners. This test was used to probe the effect of teaching English through code switching on the general second language speaking achievement of the learners.

A MANOVA was run to compare the two groups' means on the four components of speaking, i.e. pronunciation, fluency, grammar and vocabulary in order to probe the effect of the treatment and intervention on the speaking achievement of the EFL learners and the components of speaking.

The inter-rater reliability of the speaking section of the test was computed by Pearson correlations. Reliability of the KET posttest was computed using K-R21 method. Construct validity of the test used in the study was also computed by running a factor analysis which was run through the Varimax rotation in order to probe the underlying constructs of the components of the achievement test.

Testing Normality Assumption

This study entitled "the effect of using code switching on the on the development of speaking ability among Iranian EFL learners" has gathered the data based on the KET test including three sections of listening comprehension, writing and reading comprehension, and speaking part. The last part itself includes the subcomponents of speaking such as pronunciation fluency grammar and vocabulary.

The research questions posed in this study were analyzed through the independent t-test and multivariate ANOVA (MANOVA) both of which have a common assumption, i.e. normality of the data. That is why the assumptions of normality and homogeneity of variances was checked.

As displayed in Table 4.1 the ratios of skewness and kurtosis are within the ranges of +/- 1.96, hence the normality of the present data is approved. It means that the data enjoyed normality and the analyses of the results could be fairly possible. The specific assumptions related to independent t-test and MANOVA will be reported within the main discussion.

Table 4.1. Testing Normality Assumption

Group	N	Skewness			Kurtosis			
		Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio	
Experimental	LC	30	-.254	.427	-0.59	-.741	.833	-0.89
	WRRC	30	.512	.427	1.20	-.836	.833	-1.00
	Pronunciation	30	-.065	.427	-0.15	-1.355	.833	-1.63
	Fluency	30	-.218	.427	-0.51	-.476	.833	-0.57
	Grammar	30	-.329	.427	-0.77	-.461	.833	-0.55
	Vocab	30	-.455	.427	-1.07	-.123	.833	-0.15
	SP	30	-.515	.427	-1.21	.091	.833	0.11
	Total	30	-.210	.427	-0.49	-.351	.833	-0.42
Control	LC	30	-.076	.427	-0.18	-.828	.833	-0.99
	WRRC	30	-.657	.427	-1.54	.010	.833	0.01
	Pronunciation	30	.247	.427	0.58	-1.141	.833	-1.37
	Fluency	30	-.232	.427	-0.54	-.862	.833	-1.03
	grammar	30	-.334	.427	-0.78	-.187	.833	-0.22
	Vocab	30	-.139	.427	-0.33	-.933	.833	-1.12
	SP	30	.112	.427	0.26	-1.043	.833	-1.25
	Total	30	.144	.427	0.34	-.886	.833	-1.06

Research Question One

The first research question of the study aimed at investigating whether using code switching significantly affect the second language speaking ability of Iranian EFL learners.

An independent t-test was run to compare the experimental and controls' means on the total achievement test in order to probe the first research question posed in this

study. Based on the results displayed in Table, it was claimed that the experimental group (M = 39.13, SD = 5.13) had a higher achievement than the control group (M = 30.64, SD = 5.93).

Table 4.2. Descriptive Statistics; Total Achievement Test by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Achievement	Experimental	30	39.13	5.130	.937
	Control	30	30.64	5.933	1.083

The results of the independent t-test ($t(58) = 5.92, p = .000, r = .61$, representing a large effect size) (Table 4.3) indicated that there was a significant difference between the two groups' means on the total achievement. Thus, the first, null-hypothesis as "using code switching does not significantly affect the second language speaking ability of Iranian EFL learners." **was rejected**. In fact, the experimental group, after receiving code switching significantly outperformed the control group on the total achievement test of speaking.

Table 4.3. Independent Samples Test, Total Achievement Test by Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.186	.281	5.929	58	.000	8.489	1.432	5.623	11.355
Equal variances not assumed			5.929	56.815	.000	8.489	1.432	5.621	11.356

It should be noted that the assumption of homogeneity of variances was met (Levene's $F = 1.18, p = .281$). That is why the first row of Table 4.3, i.e. "Equal variances assumed" was reported.

Research Question Two

The second research question of the study aimed at investigating whether using code switching significantly affected the second language oral achievement (components of speaking) of Iranian EFL learners.

A MANOVA was run to compare the two groups' means on the four components of speaking, i.e. pronunciation, fluency, grammar and vocabulary in order to probe the second research question and its four parts embedded. Before discussing the main results, it should be mentioned that the assumptions of homogeneity of variances and homogeneity of covariance matrices were met. As displayed in Table 4.4 the probabilities associated with the Levene's tests were all higher than .05, hence homogeneity of variances assumption.

Table 4.4. Levene's Test of Equality of Error Variances

	F	df1	df2	Sig.
Pronunciation	.030	1	58	.864
Fluency	1.067	1	58	.306
Grammar	.822	1	58	.368
Vocabulary	.195	1	58	.660

The assumption of homogeneity of covariance matrices was also met (Box's $M = 21.30, p > .001$).

Table 4.5. Box's Test of Equality of Covariance Matrices

Box's M	21.301
F	1.971
df1	10
df2	16082.869
Sig.	.032

Note. Box's M should be tested at an alpha level of .001 (Filed 2013, p. 656).

The results of MANOVA ($F(4, 55) = 10.63, p = .000$, partial $\eta^2 = .43$, representing a large effect size) (Table 4.6) indicated that there were significant differences between the two groups' means on the components of speaking test. Thus the second null-hypothesis as "using code switching does not significantly affected the second language oral achievement (components of speaking) of Iranian EFL learners" was rejected. It means that the learners in the experimental group outperformed the learners of the control group and could achieve higher command in the second language speaking ability following the treatment. Table 4.6, below represents the multivariate tests of speaking assessment by groups.

Table 4.6. Multivariate Tests; Speaking Test by Groups

Effect		Value F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.984	866.393	4	.000	.984
	Wilks' Lambda	.016	866.393	4	.000	.984
	Hottelling's Trace	63.010	866.393	4	.000	.984
	Roy's Largest Root	63.010	866.393	4	.000	.984
	Group	Pillai's Trace	.436	10.631	4	.000
Group	Wilks' Lambda	.564	10.631	4	.000	.436
	Hottelling's Trace	.773	10.631	4	.000	.436
	Roy's Largest Root	.773	10.631	4	.000	.436

Based on the results displayed in Table 4.7 and Table 4.8 it was concluded that;

A: The experimental group ($M = 37.70$) significantly outperformed ($(1, 58) = 30.04, p = .000$, partial $\eta^2 = .31$ representing a large effect size) (Table 4.7) the control group ($M = 24.03$) on the pronunciation test.

B: The experimental group ($M = 39.03$) significantly outperformed ($(1, 58) = 25.06, p = .000$, partial $\eta^2 = .30$ representing a large effect size) (Table 4.7) the control group ($M = 28.16$) on the fluency test.

C: The experimental group ($M = 43.016$) significantly outperformed ($(1, 58) = 21.07, p = .000$, partial $\eta^2 = .26$ representing a large effect size) (Table 4.7) the control group ($M = 36.80$) on the grammar test.

D: The experimental group ($M = 42.90$) significantly outperformed ($(1, 58) = 5.17, p = .027$, partial $\eta^2 = .082$ representing a moderate effect size) (Table 4.7) the control group ($M = 38.16$) on the vocabulary test. Although the results should be interpreted cautiously due to the moderate effect size value of .082.

Findings of the present study revealed that the experimental group, after receiving code switching as the intervention, significantly outperformed the control group on

Table 4.7. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	Pronunciation	2801.667	1	2801.667	30.040	.000	.341
	Fluency	1771.267	1	1771.267	25.062	.000	.302
	Grammar	608.017	1	608.017	21.079	.000	.267
	Vocabulary	336.067	1	336.067	5.177	.027	.082
Error	Pronunciation	5409.267	58	93.263			
	Fluency	4099.133	58	70.675			
	Grammar	1672.967	58	28.844			
	Vocabulary	3764.867	58	64.911			
Total	Pronunciation	65376.00	60				
	Fluency	73608.00	60				
	Grammar	98201.00	60				
	Vocabulary	102678.00	60				

Table 4.8. Descriptive Statistics; Components of Speaking by Groups

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Pronunciation	Experimental	37.700	1.763	34.171	41.229
	Control	24.033	1.763	20.504	27.563
Fluency	Experimental	39.033	1.535	35.961	42.106
	Control	28.167	1.535	25.094	31.239
Grammar	Experimental	43.167	.981	41.204	45.129
	Control	36.800	.981	34.837	38.763
Vocabulary	Experimental	42.900	1.471	39.956	45.844
	Control	38.167	1.471	35.222	41.111

the total achievement test. Secondly the data analyses revealed that there were significant differences between the two groups' means on the components of speaking test in the two groups. It means that in all four sub-skills and the total test of speaking, namely, pronunciation, fluency, grammar, and vocabulary, the learners of the experimental group outperformed the ones in the control group. Both of these findings show the positive effective of the treatment that is offering code switching to the EFL learners.

Both of these findings are in line with those of the previous research in this area. This finding is in line with the findings of other researchers recorded in the literature: Auer (1995) stresses the positive impact of familiarizing the learners with code-switching strategies in the ESL classrooms in providing an atmosphere in which learners improve their second language skills eagerly in a cooperative mode. Canagarajah (1995) who studied the functions of code switching in ESL classrooms presented that in the early levels of second language development, code switching plays a positive role as it reduces the stress of the learners and frees them from ambiguity and anxiety. Studying social and interactional functions of code switching among Dominican Americans Bailey, (2000) came to know that user-friendly tasks supported by code-switching strategies are more apt to facilitate the process of learning pragmatics of target language. Botztepe (2003) also supported the positive impact of employing code-switching to teach speaking skill to the EFL students. Butzkamm (2003) focused on the role of the mother tongue in FL classrooms, saying that code switching is a facilitating strategy in the EFL situations. Edmonson (2004) also proved that code-switching and word switching play significant roles in the improvement of foreign language classroom discourse.

Cashman (2005) presents effective cooperative learning techniques pertained to reducing the effect of identities which

help the ESL classroom and among them, he refers to language preference and group membership in bilingual talk in interaction as a fruitful technique. Cromdal (2005) found the positive effect of bilingual order in collaborative word processing on creating an English text in Swedish. Dujmovic (2007) also reported on the positive role of using mother tongue, Croatian, in the EFL classroom the.

Mahmoudi (2011) who focused on the use of Persian in the EFL classroom at pre-university level in Iran stressed the facilitating role it plays in the EFL situation under investigation. Bashir and Naveed (2015) who studied the functions of code switching in ESL classroom discourse presented that code switching is an indispensable part of ESL classrooms, however, the teacher should be able to control this phenomenon so as not to spoil the main target of the classroom which is second language development.

To sum up, it can be concluded that employing code switching strategies in teaching speaking to the EFL students in the Iranian context proved positively effective and it also supported the fruitful and rewarding effect of the cooperative learning and clarification as an offshoot of employing such strategies code switching in the EFL classrooms.

This study was an attempt to investigate effect of code switching on English vocabulary recall and retention. The current study can be a contribution to language teaching methodology on the ground that it tried to identify the differences between the classes with the materials different from the traditional ones. Employing code switching and songs in English class is not a replacement to other methods, however, they can be considered as an acceptable material for classroom instruction (Salcedo, 2002). We can employ a song with enough resilience to stick in mind long enough for students to experience success with certain language structures, learn features of the target culture, or achieve listening enjoyment, as Salcedo (2002) states.

Using the songs and code switching ensures repetition, motivation and, moreover, stimulates the students' attention to the new words. Since the lyrics were analyzed in the class, the learners could connect the words used in the song with the melody. Therefore, they found the ability to associate the words with a mental image. Teaching vocabulary items through songs and code switching creates endless opportunities for revision which is essential for storing the information in long-term memory.

This study brought several positive aspects to the class. First, the environment of the class was much better during the experiment than during applying the usual activities. The learners were more focused on the lyrics in order to catch the new vocabularies and they were more interested in the lessons. In general, learning vocabulary items became the fun and effective part of the language learning. Second, learning and memorizing vocabularies were not an unwanted, difficult activity. Third, the learners' attendance in the class was noticeable and the learners seemed more motivated in learning vocabulary items through the song.

It is claimed that code switching and song should be considered in the English classes as a determining factor to the enhancement of the young students' ability in learning vocabulary. Also, the songs should be selected based on the learners' language knowledge.

To sum up, this method can help young students with negative attitudes toward memorizing, learning, and activating vocabulary items to be more willing to learn new vocabulary items.

Implications

The following is a set of implications that are suggested with reference to the findings of this research that may be useful for language teachers, and language learners.

The study is primarily beneficial to EFL learners, especially those who specifically intend to make improvements in their vocabulary recall and retention. The findings of the experiment might cast light on the importance of code switching and songs in relation to the vocabulary learning, and guide the students how to better listen to songs and what words to learn through finding the missing words in lyrics while listening to songs. Moreover, it can improve the learners' self-confidence to use new vocabulary items in their speaking activities since code switching, songs, and melody can reduce the stress in EFL classes and create alive, fun, and dynamic classes in which all learners can take part in various activities.

The findings of this research are also useful for language teachers because this study would not only increase their understanding of the vocabulary learning process on a general level, but would also lead to more effective teaching methodologies and better criteria for the selection of materials for EFL vocabulary teaching instruction. The language teachers, therefore, can step into their classes with greater authority. Furthermore, many language teachers in EFL contexts treat the vocabulary teaching in a traditional way. They are considerably inattentive in teaching this sub skill, overlooking the insight that they can help language learners learning new vocabulary items using songs. It is the responsibility of methodologists and applied linguists to help them search out the value of songs in instructional settings.

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