Reasons for and Attitudes towards Code-Switching: A Case Study

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ABSTRACT

The present study intends to explore the reasons for code switching of a group of native speakers of the Azerbaijani language. It also examines their attitudes towards the use of code switching both inside and outside the classroom. The study was carried out at three Faculties of Eastern Mediterranean University (EMU)-an English medium tertiary institution in Northern Cyprus.

The study used a mixed-method research design including both qualitative and quantitative methods (questionnaire, interviews and observation) to address the research questions. It involved 101 Azerbaijani students from the undergraduate and postgraduate degree programs at the Faculties of Tourism, Communication and Media Studies, and Business Administration and Economics. A Likert-based questionnaire was administered to the participants to explore their reasons for code switching, and an interview was conducted with 16 students to examine their attitudes towards code switching. In addition, the participants from the respective faculties were observed by using a checklist.

The analysis of the questionnaire reports revealed that the Azerbaijani students employed code switching for various reasons, mainly to express themselves easily. Further, in the interviews most participants expressed a positive attitude towards code switching. Furthermore, the observations showed that the Azerbaijani students applied code switching very frequently in their daily life as well as in the classroom. The participants used all types of code switching, including 'intra-sentential' switching, and instances of code switching involved not only their native language

but also the Russian and Turkish languages. Thus, the Azerbaijani students in the context of the present study frequently employed code switching from English to the Azerbaijani, Turkish and Russian languages.

Keywords: Code-switching, Code-Mixing, Native language, Target language, Reasons for Code Switching, Attitudes towards Code Switching

ÖZ

Bu çalışma, anadili Azerbaycan dili olan öğrencilerin dil düzeneklerini değiştirme nedenlerini araştırmayı amaçlamaktadır. Çalışma ayrıca, öğrencilerin sınıf içi ve dışında düzenek değiştirme kullanımına yönelik tutumlarını araştırmaktadır. Bu çalışma, Kuzey Kıbrısta, eğitim dili İngilizce olan Doğu Akdeniz Üniversitesi'nin (DAÜ) üç fakültesinde yürütülmüştür.

Çalışmada araştırma sorularına yanıt oluşturmak amacıyla hem nicel hem de nitel yöntemler kullanılmıştır. Çalışmanın amacına ulaşabilmek için, Turizm, İletişim, İşletme ve Ekonomi Fakültelerindeki Azerbaycan'lı lisans, yüksek lisans ve doktora gibi farklı eğitim düzeylerindeki 101 öğrenciden oluşan bir örneklem oluşturulmuştur. Öğrencilere, Likert ölçeğine göre hazırlanmış bir anket dağıtılmıştır, ayrıca örneklem içindeki öğrencilerden 16'sıyla yarı yapılandırılmış görüşmeler yapılmış ve görüşmeler kaydedilmiştir. Ayrıca, aynı facültelerden olan öğrenciler, kontrol listesi kullanılarak gözlemlenmiştir.

Sonuçlar, Azerbaycanlı öğrencilerin farklı nedenlerle düzenek değişimi yaptıklarını ama özünde kendilerini daha iyi ifade etmek için bu yolu seçtiklerini göstermektedir. Benzer şekilde, görüşme analizlerinin sonucu da katılımcıların çoğunun düzenek değişimine karşı tutumlarının olumlu olduğunu, sadece bazı öğrencilerin olumsuz tutuma sahip olduğunu göstermektedir. Gözlemler de, öğrencilerin sınıf içinde düzenek değişimini sürekli yaptıklarını ortaya koymaktadır. Çalışma, öğrencilerin düzenek değişiminin tüm çeşitlerini kullandıklarını ortaya koymaktadır.

Çalışma ayrıca, araştırmaya katılan Azerbaycanlı öğrencilerin düzenli olarak sadece İngilizceden kendi ana dillerine değil aynı zamanda Rusça ve Türkçeye de düzenek değişimi yaptıklarını ortaya koymaktadır.

Anahtar Kelimeler: Düzenek değiştirme, Düzenek karıştırma, Anadil, Hedef dil, Düzenek değiştirme nedenleri, Düzenek değiştirmeye yönelik tutumlar

DEDICATION

To the memory of my beloved brother, Vuqar Imanov,

(Who was my unique, my other half, my guardian angel, my breath, the most

precious person in my life. I dedicate this thesis to his spirit who is always with me,

and will be with me forever).

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LIST OF SYMBOLS OR ABBRIVIATIONS

ALM	Audio Lingual Method
BA	Bachelor of Arts
CM	Code Mixing
CS	Code Switching
CTL	Communicative language Teaching
EFL	English as a Foreign Language
EMI	English Medium Instruction
EMU	Eastern Mediterranean University
ESL	English as a Second Language
GMT	Grammar Translation Method
L1	First language/ native language
L2	Second language
MA	Master of Arts
ML	Matrix language
mmm	Long pause with uncertainty
P	Participant
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Science
TBL	Task Based Learning
TL	Target language

Chapter 1

INTRODUCTION

This chapter introduces the study on reasons for and attitudes towards Code Switching. More specifically, the chapter demonstrates background of the study, and statement of the problem. Then, it explains the aim of the study, and presents research questions. It also clarifies the significance of the study, and finally, it presents definitions of terms that belong to this study.

1.1 Background of the Study

A common characteristic of bilingual speakers is that since they are competent in more than one language, they can change the language that they are using whenever required, and for any kind of purposes. Due to learning a new language, language learners as well as bilingual speakers commonly tend to use 'Code-Switching' (CS) in their language for different causes and purposes. However, it is not yet very clear to the linguists and language teachers, when and why language learners and bilingual people use this ability. This phenomenon happens in all languages, and it has been this way from very old times till today (Jamshidi, 2013).

The history of studying Code Switching has seen many ups and downs. Many studies have been carried out in this area in the recent years. In fact, during the period from 1970s to 1980s there were very few studies investigating about Code Switching. Because, it can be explained by the fact that certain teaching methods prohibited using L1 in language learning classrooms (Legonhausen, 1991).

Code switching is very cautiously defined as shifting of two languages from the linguistic and sociolinguistic perspective.

In fact, the previous studies usually refer to the phonological and social aspects of this phenomenon rather than its SLA aspects. After this period as methods of language teaching and learning changed and the usage of L1 in L2 classroom became more unrestricted, many started investigating this phenomenon and many definitions of the concept came to the existence (Legonhausen, 1991).

Gumperz (1982) described code switching as the adjacency of the similar conversation which has two different structures and vocabulary systems. Rodman and Fromkin (1998) defined it as the implementation of a vocabulary or phrase of one language other than the dominant language of present conversation, or shift between two various languages. Similarly, for David Crystal (2003) code switching is a collection of some common habits for shifting from one structural system into another.

Many researchers consider CS as a subconscious linguistic behavior of the language user (Skiba, 1997; Sert, 2005; Jingxia, 2010). Trudgill (2000) describes it as speakers' attempt to manipulate, or alter the situation to convey their intended meaning as they desire. However, code switching is also described as an act for instance: Eldridge (1996) has defined code switching as common and objective evidence which makes intercommunication and interaction more comfortable and easier. The other definition of code switching given by Mokgwathi (2011) who considers code switching as the change of language forms from one language to other languages, or from different dialects of similar language. But this definition

differs from others in that not only different languages, but also various dialects of the same language are involved. Moreover, according to Auer (1984) Code Switching is not the result of lack of language ability of the speaker, but complexity of the bilingual skills. Code-switching is classified into many types by different researchers. Usually, Linguistic, Psycholinguistic, and sociolinguistic perspective are taken into consideration when code switching is under the scope of investigation. Milroy and Myusken (1995), for instance, classify code-switching into three areas based on its occurrence as Inter-utterance or (inter-sentential), inter or intra-sentential, supra-sentential or unitary.

Lipski (1985) classified the phenomenon of Code Switching in various kinds. The primary kind is nominated as 'mechanical shifting' which occurs unconsciously. This kind of Code Switching is also well-known as 'code switching'. Code mixing takes place when the speaker cannot remember an expression, but can recall it in a different language. Another kind is named as 'code changing'. Code changing is distinguished by fluent intra-sentential shifts, altering focus from one language to another. It is motivated by situational and stylistic factors, and the purpose behind the switch between two languages is important. There are many factors that contribute to code switching. Becker (1997) classifies them into three groups: Structural linguistic factors, internal psycholinguistic factors, and external.

The structural linguistic factors imply a cooperation of two distinct grammars, general syntactic constraints and language structural conflicts. According to Zentella (as cited in Becker, 1997) structural linguistic factors are attached in the structure of the languages and in the individual's knowledge of the languages (p. 3). This means that bilinguals are able to keep the grammatical integrity of the two languages at the

same time. This fact is supported by Becker (1997) in her study where she found that Spanish/English learners were subject to some syntactic constraints in which the Spanish and the English grammars could interact to generate syntactic realizations that do not violate the grammatical structure of either language. The second factor is the internal psycholinguistic factors are subdivided into two types: unconscious factors, which include a momentary inclination, frequency of exposure, and cultural and conscious factors, which comprise basically an intention for emphasis and/or contrast, mode or topic shift, controlling the addressee, personalization and/or objectification. The last factor, an external and social nature factor include the participants, setting, and topic of the conversation.

Milyor and Myusken (1995) defined conversational code switching as the occurrence of code switching in everyday conversations in the social context, but code switching in institutional settings takes places while learning languages and in the classroom context. This study focuses on both types, but the main emphasis is placed on institutional type of CS since the context of this study is Eastern Mediterranean University (EMU).

The participants are investigated regarding their code switching habits in educational circumstances. Another reason for investigation of code switching in institutional context is the fact that conversational CS is more common among bilinguals, and institutional code switching is usual between language learners. The effect of the context on the reasons of code switching is so complicated that they should not be mixed with each other. To clarify this statement, for instance; in educational context when students want to keep the flow of their communication and repair their language deficiencies they code-switch, while this almost never happens in the social

context, where the bilingual speaker has complete knowledge over their language (Martin-Jones, 1995, Ohta & Nakonone, 2004, Swain & Lopkin, 2000).

1.2 Statement of the Problem

Observations which held in this study provided sufficient evidence to verify that Azerbaijani students in EMU employed code switching in class. In fact this might contradict the policy where English is a medium of instruction. Therefore, it would be interesting to discover the reasons behind it. In this situation students may not understand the whole conversation between the students and teachers, and between students themselves, what is more, it is sometimes considered as rude or unaccepted by those students who do not speak the language that has been used instead of English. It is also true that, code switching is considered as a low level at language competency by many individuals that are making many teachers avoid code switching in the class (Rutmer, 2009). In this sense, the students' attitude towards code switching is highly important since if they have negative attitude towards code switching, it would exert negative influence on their performance on language learning.

Another problem worth mentioning that there is a lack of research in the context of Azerbaijan regarding English and Azerbaijani. Therefore the present study attempts to fill this gap in the literature.

1.3 Purpose of the Study

The present study aims to investigate the reasons for and the attitudes of native speakers of Azerbaijani language towards code switching in EMU (Eastern Mediterranean University) in EMI (English Medium Instruction) context.

The purpose of this study was to find whether Azerbaijani students in EMU employed code switching in EMI context or not. The aim of the study also was to discover, what type of code switching they applied inside and outside of the classroom. In other words, it is assumed that they have code switching habits, and this study attempts to discover the reasons behind their CS. Also, in this research study it is intended to find out what their attitudes towards code switching are.

1.4 Research Questions

In order to achieve the purpose of the study, this research study proposes some research questions, as they are listed below:

1) Do Azerbaijani students code-switch when speaking in English? If so, how frequently do they code switch?

2) What types of CS do they utilize?

3) What are the main reasons for code-switching?

4) What are the students' attitudes towards code switching?

1.5 Significance of the Study

The present study is significant in both theoretical and practical causes. In theoretical part firstly, there had been studies performed on the same topic with different participants and aims, and in the same context. For example, there are different types of studies about code switching between Turkish and English which are used in the context of EMU, but there is no study about code switching between English and Azerbaijani language in any context. Secondly, the research provides information about Azerbaijani students' code switching, both outside and inside the classroom in EMI context. Studying Azeri among the others opens the way to further research regarding the CS habits of students with Turkic background.

In practical level, the study has a lot of potential to be continued, in further researches on this topic. Doing this study helps clarifying CS habits of Azerbaijani students in EMU. This study informs both educators and learners about the Azerbaijani learners' code switching attitudes in English Medium Instruction context. It can also be useful for syllabus designers and educational policy system for making decision in all steps of education like the choice of methodology systems.

1.6 Definitions of Terms

Code Switching: is the proper shift of bilinguals from one language to another in conversational instances (Weinreich, 1953)

Code Mixing: instances when the lexical units and grammatical features from different languages perform in the same sentence (Muysken, 2000)

Attitudes: is "a set of personal feelings, opinions, or biases about races, cultures, ethnic groups, classes of people, and language" Brown (2007, pp.377)

Chapter 2

LITERATURE REVIEW

This chapter deals with certain terms related to the topic of the study. In the first section code switching is defined in detail, to clarify the subject first the term 'code' which represents language in this study is defined, and then different definitions of code switching are argued. The next section tends to distinct between code-switching and code-mixing which are commonly conceded to be referring to the same phenomenon, despite their similarities there are some differences which are discussed in this part of the literature review. After differentiating code switching from code-mixing, there are types of code switching as well as the reasons for its emergence mentioned in the next sections. Then, the literature review very briefly looks at the approaches for studying code switching, debating the views of some linguists on the matter. Since the study aims for Code-Switching use in the classroom, relatively in the literature review a section regards applications and occurrences of code switching in the classroom context, along with classroom attitudes towards code switching (student's attitudes).

2.1 Code

Code is a system including words, signals, letters or figures, which frequently replace language, speech, language variety, or dialect in linguistics and language studies. It is because "code" is considered to be a more neutral term than the others. The term "code" more precisely is applied to a specific variety of language to convey the

neutral status of the variety or indicate the author's neutral stance towards the variety (Gardner & Chloros, 2009).

However, scholars defined "Code" from various perspectives. For instance, it has been defined as a language and different kinds of languages by Wardhaugh (1992), or in the same manner Bista (2010) described code as a dialect or language. Following their footsteps, this study too considers language as "Code".

2.1.2 Code Switching

CS has been a popular topic of study for sociolinguists, anthropologists and conversation analysts (Auer, 1988; Li, 2008; Sert, 2005; Milroy &Muysken, 1995; Nilep, 2006; Poplack, 1980). However, as it was mentioned before there may be disagreements or lack of consensus regarding their interpretations. This is due to the dynamic nature of CS, the contexts that it emerges in, or dissimilarities between the methods or approaches of the researchers and many other reasons. Consequently, researchers have provided various definitions, depending on their context or methodology (Boztepe, 2003; Chan, 2007; Üstünel, 2004; van Dulm, 2007).

Weinreich (1953), the pioneer scholar of CS, defined CS as the proper shift of bilinguals from one language to another in conversational instances. Similarly, Milroy & Muysken (1995) described CS as the application of two or more languages by bilinguals inside the same dialogue. Poplack (1980) has the same opinion about CS. He defines CS; as a shift between languages in the same speech. Myers-Scotton (1989) described CS as the arbitrary choice of two or more languages in one discourse, regardless of the scrutiny of phonological digestion from one language to the second. Likewise, Gumperz (1982) defined code switching as the "juxtaposition" of two different grammatical structures in a discourse. Furthermore, he suggests that

CS can be compared to a kind of methodology, which "juxtaposes" various threads intentionally or unintentionally to the principal structures of two different languages (Gumperz, 1982).

Slightly different from the other definitions and closer to Gumperz (1982), Bista (2010) defines CS as an arbitrary choice of vocabularies and phrases between two languages by bilingual people who share these two various languages isolated its appearance from the context, therefore, CS event occurs when interlocutors share same languages and dialects whether in the same conversation or shifting to a new one. Gumperz (1982) and Bista (2010) concluded that even if the speaker in a situation uses a code to speak to one interlocutor and in the same situation uses another code to interact with another, it can be considered as CS.

However, Jingxia (2010) characterizes code switching as speakers' selection of two or more dialects in an utterance. This selection of structures and vocabularies depend on elements like the personality of the audience, the title and the content of a conversation, and the environment in which the speaking is happening. It is worth mentioning as Jingxia (2010) claims there is far more tolerance for CS in conversation among friends, rather than a job interview between strangers. In educational settings however, the cases and tolerances for CS may be varied according to the social and educational regulations. It can be considered as an instrument of intercommunication by language teachers, or it can be regarded as an error in some language teaching methods.

Heller (1988) like many others describes the term CS as a selection of substitute languages, or codes between two or more interlocutors, in a conversational course of

action. This is while, for example, when one interlocutor interacts with one language and the other interlocutors respond in other languages, CS phenomenon takes place (Hamidi and Stern, 2012). These two definitions may seem to be the same but in fact, the occurrence instance of CS is different. According to Hellers (1988), the interlocutor's intention for code switching is considered important, while in Hamidi and Stern's it is mentioned that even if the interlocutors are using different codes without intention the act of CS is in the process. Therefore, resulting from the definitions above CS is a usage of more than one code, or better to say shifting from one code to another for the sake of continuing the conversation. It is under influence of many factors and very much dependent on the situation, the context and linguistic abilities of the interlocutors.

Nevertheless, CS cannot be referred to as all kinds of mixture of languages in one utterance. At least it was claimed by some psycholinguists that there is another phenomenon called code-mixing, which shares almost the same features but classified differently (Humaira, 2012). This linguistic phenomenon is known as Code-mixing and it is claimed to be kept apart from CS. Next part of this section will explain the differences between the two phenomena as found in the literature of some studies.

2.1.3 Code mixing

There is another usage of two codes that is called code-mixing. In this part the focus is to understand, why these two are described separately in some studies and what the difference is.

 Humaira (2012) is in the opinion that code-mixing commonly takes place between dialects and rarely between languages. It happens rather between a language and a

dialect, or the division of styles or two dialects. It is worth mentioning that the term code emphasizes the hybridization and the alternation of dialect rather than language. Also the shift can even appear in a sentence or small structures.

Bokamba (1989) defines code mixing as the creation of vocabularies and expressions from the mixture of two diverse grammatical systems. In code-mixing usually, a shift takes place linguistically to similar codes such as dialects. Code-mixing is an implementation of many linguistic segments, during which the rules of a sentence are followed grammatically in a cohesive and comprehending manner. Just as in particular friendly utterances the interlocutors sometimes purposely mix more than one dialect for better comprehension. In other words, code mixing is mixture of two different codes while following the grammatical rules of one of them (Bokamba; 1989).

"Code Mixing is the insertion of different linguistic parts to another code without breaking the rules of grammar (Muysken, 2000). Code Mixing is the shift of codes between two or more dialects (usually) without the change of subject. This phenomenon is normal in "bilingual" or "multilingual" societies and it is often a sign of unity between "bilingual" friends, peers, or co-workers in casual environments (Muysken, 2000). Changes in structure of language like "phonology, morphology, grammatical structures or lexical items" can be referred to as Code Mixing. Assuming that a lexical item conveys their intentions on a topic, appropriately bilinguals and multilingual may decide to change the structure of the utterance and shift to another code. This action is called code-mixing (Eyamba, 1989). A good example is adding of *amma, bes, tamam, yani, hocam, vse, davay* instead of *but, ok, teacher, let us, that is all* in English conversation between Azerbaijani students

during conversation. This phenomenon usually happens intentionally and under the control of the speaker while other parts of the structure are kept intact.

During the 1960s, psychologists and linguists thought of bilinguals as two monolingual souls in one body, separate from each other (Grosjean, 1989). This insignificant view considered two separate grammar system, in the minds of the bilinguals that functioned apart from one another. However, many studies later have shown that in bilinguals usually, a combination of language elements from both languages appear when they produce language. These finding were directed to a new school of thought and study in psychology and psycholinguistics called code-mixing. In psychology and in psycholinguistics; the label code-mixing is used in theories that bring into play studies of language alternation which represent CS. It shares many similarities with code switching, and it can be considered to be code switching but the focus of studying the phenomenon is different than in linguistics (Sridhar, 1980). Auer (1999) describes code-mixing as a mental rope that connects two languages to each other, while he considers CS as an unconscious or subconscious selection between languages or dialects. Auer claims that code-mixing is an intra-sentential form of CS (Auer, 1999). In other words, there are grammatical structures of the attached code that determines which code will appear next (Auer, 1999). It is worth mentioning that a mixed language is different from a creole language. Creoles are thought to develop from pidgins as they become localized (Wardhaugh, 1992). Creoles are mixed-codes that develop from situations of CS.

To sum up, from the above definitions and comparisons of CS and CM, it can be concluded that CS is used mostly regarding the language, language use, Linguistic features, and language choices of the speaker. It is a preferred label in linguistics and

pedagogy, while code-mixing is related to a mental inventory of words and structures in the mind of bilinguals and multilingual that is mostly preferred in psychology and psycholinguistic approaches. In this study emphasis is put on the linguistic strategy, thus CS is what is under investigation.

2.2 Linguistic Strategy

This section aims to define and classify the language users according to the number of the languages they know. It is important to mention this because these characteristics of individuals are very central when studying CS. One should be able to differentiate between them to grasp a better understanding of the topic of the study.

2.2.1 Monolinguals

 A monolingual person is someone that has the ability to communicate in only one language; this language normally is referred to as the native language of the person (Fry & Lowell, 2005). Besides, it may be interesting to know that according to Wardhaugh (1992), United Kingdom, and more precisely England has the biggest number of monolingual population on earth by 70% of the whole population in the country. It means that only about 30% of English speakers in England can speak another language besides English. Thus it can be concluded that for these individuals there is only one code available, so CS here may shift shape or can be considered towards the styles and registers in one language or dialect such as formal and informal language, but this is not what this study is investigating.

 First models of language teaching supported the idea of a monolingual classroom, meaning that the sole language of the classroom was to be the target language like

indirect method and audio-lingual method. Monolingual methods attempt to perish languages other than the target language in language education (Lee, 2012).

2.2.2 Bilinguals

Bilingual is a person who uses two languages or dialects with some degree of proficiency. In everyday use, bilingual usually means a person who speaks, reads or understands two languages accurately (Grosjean, 1982). However, some bilinguals know one language better than another one. For example, they may be able to read and write in one of them. It is worth mentioning that the ability to read and write a second or foreign language does not necessarily imply a degree of bilingualism (Kolers, 1966).

The above definitions illuminate CS as the structural shift between only two languages. Differences between the definitions show that CS could be described subjectively and according to the situation, context and linguistic knowledge of bilinguals (Ataş, 2012; Boztepe, 2003; Sabec, n.d.; Yletyinen, 2004). According to Valdes-Fallis's (1978) statement, in bilingual CS situation, each participant is able to combine and recognize words, phrases, and idioms of the two languages involved, since CS takes place usually with the full awareness of two the languages involved and with the knowledge that other group members can recognize both languages. It means that in bilingual CS participants are all equipped with two sets of codes and that is known by the other participants too.

Baker (2006) states that a bilingual person can communicate with two unique codes, it happens while one of these is more of a dominant one. She claims that a few bilinguals are equally active and proficient in both dialects. In common, the majority of bilinguals are latent, and their abilities in one or both dialects are less discovered.

In other words, the term of CS can be defined as the link between two dialects in a conversation, where one is the dominant and the other is attached for various purposes (Baker, 2006).

According to Gort (2012), CS is the significant trait of bilingual interlocutors (language learners), which deserves to be studied in detail as urgencies of the educational skills of interlocutors (language learners). CS had been considered as a weakness in monolingual teaching methods like Audio lingual method (ALM) of language teaching, while the bilingual methods of teaching such as Grammar Translation Method (GTM) and many others see CS as strength. This confirms that the attitudes towards CS can be different in different language teaching methods and consequently in language classrooms.

2.2.3 Multilinguals

A multilingual person can speak more than two languages. Multilingualism can be a kind of disorder, while it is common for many societies on earth to use three, four, or even more languages fluently, it causes disorderliness because; some interlocutors may know languages that the others do not know, while in bilingualism, all of the people involved in the conversation knows both languages (Fry & Lowell, 2005).

A person who knows and uses three or more languages is a multilingual person. Usually, a multilingual does not know all the languages equally well. For example, they may be able to speak and understand one language better, or be able to speak a language but not to be able to write in it. They may be able to use each language with different level of fluency in different types of situations. Code switching on the other hand is an application of two or more various structural systems or vocabularies of two or more languages. Hence, code switching involves the shift of vocabularies and

structures to make a meaning from nuances in multilingual situations too, which sometimes can be disorganized and less concise. It means that CS in multilingual situations happens while, participants know many languages, but they are not aware of each other's linguistic status, thus many breaks and difficulties can occur in the communication (Nilep, 2006).

This is the case of language classrooms in the target society, where the target language is considered as the second language of the learners and the learners speak different native languages of their own. In such a context the learners may not understand each other, and the teacher may not understand all of the learners' mother tongue. Some of the methods of language teaching and learning are formed based on the characteristics of multilingualism, such as Communicative Language Teaching (CLT) and learning, and Task-Based Learning (TBL), where learning takes place by acting and doing (Gort, 2012).

2.3 Approaches to Studying Code Switching

Jingxia (2010) asserts that code switching is a sign of cultural solidarity or distance, or serves as an act of identity. Therefore, from this standpoint, CS is the change of "words, expressions and sentences" that can be studied via different perspective requiring different frameworks of study. One is a socio-linguistic framework, which studies CS wherever it emerges in the society (context), including language classrooms. Next approach for the study of CS or CM is a psycholinguistic approach, which tends to psychological properties of CS. Another approach to CS is an applied linguistic framework that studies the discursive status of CS. And the last but not the least is a pedagogical framework which studies CS only related to language classrooms (Apple & Myusken, 1987).

Hence in the first framework, the inventory of language is under investigation and in the second the status of the learner and teacher, and pedagogical benefits and disadvantages of CS (Van der Meij & Zhao, 2010). Since the purpose of this study is a pedagogical approach, a section of this literature review is devoted to this framework, so it will be explained in more detail in another part, and this section contributes to the other frameworks.

Nowadays, code switching has become an interesting subject for researchers. There are several studies about theoretical sociolinguistic models and research methodologies of code switching for example (Milroy & Wei, 1995), (Poplack, 1980; Zentella, 1990), (Yamamoto, 2001), (MacSwan, 2000). The sociolinguistic approach is mainly concerned with bilingual or migrant communities. In addition, a sociolinguistic approach attempts to study language in bilingual context or migrant societies. Furthermore, sociolinguistic approach has a great tendency to study the relation of language and politics. As an example, code switching is a type of conversational strategy. For example, English and Spanish are the major communicative tools of social interaction for a long period of time in Gibraltar (Moyer, Melissa 1998). In Such studies favorably the ways that CS impacts the participants' distinctiveness in group conversation had been investigated in depth, therefore, this kind of sociolinguistic approach is a kind of Macro approach study of CS (Barker, 1975; Hill & Hill, 1986; Myers Scotton, 1988).

In another perspective, some psycholinguists are eager to examine the language ideologies and attitudes towards CS focusing mainly on grammatical structures in the sentences, rather than the identity of the speaker in society, yet at a micro level and

related to the mind and psychology of the speaker (Gal, 1987, 1988; Jaffe, 1999; Kroskrity, 1993).

The grammatical study of CS (Psycholinguistic approach) tries to understand different levels of language processing in bilingual minds. The discovery of these researchers highlights the different mental cognitive systems of monolingual versus bilingual and multi-linguals. There are clear differences even in their strategy for studying code switching. The grammatical study of CS in bilinguals or multi-linguals involves message formation, vocabulary availability, and the mixture of vocabularies and grammatical systems of bilinguals in both creation and perception of intended meaning or message. As it was mentioned before this framework labels, code switching was named as code-mixing (Bialystok, 2001; Dussais, 2001; Grosjean, 1997; Muyksen, 2000; Myers Scotton& Jake, 2001). Similarly, the grammatical and syntactic study of code switching emphasized the point that there are some grammatical limitations on speaking and a great tendency to switch language. Elicitation, comprehension and grammatically judgment tasks are just some of the experimental methodologies. Meanwhile, there are some studies on the basis of Chomsky's theories, particularly his generative grammar (Woolford, 1983). This kind of perspective is micro since it investigates an individual case.

In the field of applied linguistics, there are some scholars who gave great attention to CS in relation to discourse (Lin, 2013). They want to comprehend how code switching can help to understand the interactional meaning of the utterance and the organization of conversation. The verbal communication between bilinguals is the kind of local evidence of language negotiation and code selection. This perspective attempts to vanish the distance between various approaches like sociolinguistic

approach and psycholinguistic approach by offering models of psycholinguistic language processing or to describe CS, regarding grammatical models. Furthermore, code switching is described as the connection of interactions and tendencies in a social context (Lin, 2013).

According to Woolard (1988), CS is a socially trigged shift of functions and strategies of language use. It also shows the structure of the community, their knowledge and their language practices in reality, as well as their individual psycholinguistic habits. Applied linguists studied CS by considering cognitive, political, discursive and grammatical properties of the language and their model has both social and individual (macro and micro) levels of study. There are many frameworks suggested by applied linguists that can be applicable to study of CS such as Wodak (1995) or Blommaert (2001). Although these models are not designed for the study of CS but they can be improved to do so (Blommaert, 2001).

The approaches mentioned above are all helpful for the classroom context as well as the other parts of social life, but they are not exactly a pedagogical framework, and they are mostly general. The next section looks into the pedagogical framework, since it is the framework that this study considers primary, due to its educational aim and significance.

2.4 Code Switching in the Classroom and Its Function

It was mentioned before that there are negative and positive views on CS in the classroom context. This section of the chapter tries to clarify why CS can be a very helpful strategy for language learning if it is taken into consideration and used correctly.

According to Cook (2001), language proficiency is beyond the segmental knowledge of the second or foreign language. She believes that being proficient in a language is competence in all four skills (reading, writing, speaking and listening). She strongly claims that there is an obligation to avoid mother tongue in the classroom, therefore it is believed that target language must be used to improve both input and output of the target language (Cook, 2001). On the contrary, Cook (2001) states that some experts have experienced that when they switch to the first language, more salient comprehension of the subject can occur. Take as an example, when the instructor taught the structural point of the target language in learners' mother tongue, Swedish, learners were more promoted to use that grammatical rule in their writing. Hence, CS is not a prohibitive factor to learn target language (Cook, 2001). The best advice is to permit learners to use their mother tongue, and to permit them to apply the target language in various conditions as much as possible.

The findings of most studies in the 1980s revealed that both learners and trainers code switched, particularly in informal situations (Lin, 2013). Meanwhile, the other studies discovered that code switching is useful for the creation of intimacy between the learners and their teachers (Lin, 2013). Furthermore, findings indicated that learners feel more comfortable and experience less anxiety when CS is permitted (Cook, 2001). This kind of intimacy between instructors and learners can make the more comfortable atmosphere in the classroom. Therefore, there are more opportunities for both learners and their language instructors to interact and cooperate informally. Due to having such a pleasant and secure atmosphere in class, the rate of misunderstanding is reduced significantly, because the majority of these misunderstandings are as a result of lack of sufficient language proficiency in the target language (Simon, 2001). It can be concluded that CS can be fruitful,

particularly; if the teacher can use CS as a beneficial tool for clarification and enable learning quality (Cook, 2001).

Some scholars believe that CS can help learners to make learning vocabulary and grammar easy (Cook, 2001; Jingxia, 2010; Kumar &Narenda 2012). It was stated by Kumar and Narenda (2012) that the use of CS in the classroom mostly happens in grammar explanation. Obviously, language instructors are trying to use mother tongue as a vehicle to explain grammar rules of the target language. They believe that CS can speed the process of language teaching. Moreover, even advanced learners can faster and easily comprehend grammar by the use of CS (Cook, 2001).

Vocabulary acquisition is another area of code switching. It was found out that CS rises up the level of cognitive processing. Ling (2013) believes that when learners learn vocabulary by CS, they need a to utilize more cognition in order to process vocabularies both in the target language and mother tongue. Hence, they are more successful in vocabulary acquisition. Noticeably, Ling's findings highlight the fact that code switching has no negative effect on vocabulary acquisition.

The main reason for the great tendency to use code switching in the classroom is that learners cannot comprehend some parts of the target language and they refer to their mother tongue to compensate this lack of knowledge (Cook, 2008). However, there are some language classes where learners are multilingual and do not share the same mother tongue. So, the instructor is not proficient in all learners' first languages. In these classrooms the best remedy is Communicative Language Teaching method (Song & Andrews, 2009). This method emphasizes target language communicative tasks for the learners, where code switching can appear usually among the students

who share the same mother tongue. However, the main aim of CS is to use the target language to learn. In conclusion, code switching must be used at the minimum in CLT (Song & Andrews, 2009). Furthermore, Song and Andrew (2004) discovered that learners have a great tendency to approve their instructors' code switching skills. Learners do not notice how often and when their teacher code switches. It is worth mentioning that they found out that the three teachers' (participants of the study) code switching was different in subject, aim and, frequency from one another. It is interesting that learners were absolutely confident with their teachers.

Canagarajah, (1995) analyzed CS in ESL classes in Jaffna in Sri Lanka. According to his findings, he divided the functions of CS to two main groups: micro functions and macro functions. Micro functions of Canagarajah clarify the way CS is used as tool in language classrooms for content transformation. In simpler words, micro function entails content transmission mostly used by the learner, while macro-function contains classroom management which is mostly benefited and used by the teacher.

In brief, there were generally positive views towards CS in language pedagogy from the 1990s until now. However, the main objection to the use of CS in language pedagogy remains that if the learners employ CS, his or her exposure to target language is reduced (Cook, 2008). CS has two main functions in the pedagogy, one is for the teacher and the other one involves the student.

2.4.1 The Functions of Teachers' Code Switching

Flyman-Mattson and Burenhult (1999) claim that the teachers' application of CS is not performed usually consciously. Hence, in some cases, it can be considered as an automatic and unconscious behavior. It sounds to be a necessity to serve some basic functions which can be useful in all language classrooms. The language teachers can

switch their language particularly in grammar instruction, in order to keep learner's attention on the grammatical rules. In this way, it is recommended by Cole (1998) that a language teacher can use learners' first language to expand their comprehension of second or foreign language rules and grammar. This function is called topical CS.

Affective function is another function of CS which can be useful for expressing our emotions and feeling. CS can be applied by the language teacher to create solidarity and friendly environment with the learners. In this respect, the teacher can speak to create supportive language environment in the classroom. Although this process is not always conscious, as mentioned above (Cole, 1998).

2.4.2 The Function of Students' Code Switching

The language learners like teachers are not conscious about the reasons for code switching, it means that they usually do not code switch knowing the reason and the consequences of their action, they only do it because they feel they should convey their meanings better. CS has some functions which can be beneficial. Eldridge (1996) calls these functions as equivalence, floor-holding, reiteration, and conflict control (Eldridge, 1996).

The primary function of CS is "equivalence", which means that the learners translate the verbal items in their mother tongue. This non-ending way can be in correlation with some lack of lexical items in target language, which can make the learners use the native lexical item when they are not yet competent in the target language. "Floor heading" is another function in which the language learners fill the pauses with their native language use. In a nutshell, it sounds to be like a mechanism which can be used by language learners to prevent pauses and gaps in interaction which can

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be the symptoms of the lack of fluency in target language. Generally, the students who are using CS for "floor holding" have the similar problems. They cannot remember the appropriate target language structure or lexicon. It can be claimed that this sort of language alternation can have harmful impacts on learning a foreign or second language; since it can prevent them from becoming proficient in the target language for a long time (Eldridge, 1996).

The third type of CS is called "reiteration" which has been defined by Eldridge as an instance in which messages are reinforced, emphasized, or clarified where the message has already been sent in a code, but not perceived.. The main cause of this particular language alternation is two-folds: first, they could not transfer the meaning directly in target language and they try to repair in their native language. Secondly, the language learners may think that it is more convenient to switch code to confirm that they understood what they had been told by repeating it in their native language (Eldridge, 1996).

The final function that was stated by Eldridge (1996) was "conflict control". It happens when learners try to avoid ambiguity in their speech for particular purposes. In addition, the lack of some culturally equivalent vocabularies among the native language and target language can be a good reason for their behavior, and the cause of the violation of the transfer of intended meaning. It usually results in CS for "conflict control"; therefore possible misunderstandings are avoided.

The functions of code switching in language classrooms are discussed in relation with its uses in bilingual communities. In addition to the functions of learners and

teachers' CS, the pros and cons have been discussed to illuminate the phenomenon's various perspectives.

Regarding all above mentioned notes, it can be concluded that CS in language classroom is not always a blockage or deficiency in language learning process, but it can perhaps be mentioned as a beneficial strategy in classroom interaction, if the objective is to create meaning more tangibly and to convey the information to language learners in an influential way. Yet, it should be kept in mind that excessive use of code switching is problematic. When the learners experience interaction with their mother tongue rather than the target language for a long period of time or too much, code switching may be more harmful, since they may accept it as a way for interaction. Hence it should be controlled by the language teacher to be used when necessary. Besides the functions of CS that was mentioned here there are some types and classifications for CS that are attended to in the next section.

2.5 Types of Code Switching

Before explaining the types of CS, it is worth to mention that CS is a changing phenomenon and it could be affected by different factors, which could change the type and nature of CS. Becker (1997) categorizes those factors into three groups: Structural linguistic factors, internal psycholinguistic factors, and external.

The structural linguistic factors refer to cooperation of two various grammar systems. According to Zentella (as cited in Becker, 1997) structural linguistic factors exist in the language knowledge of the speaker, which means that bilinguals have two different sets of grammar systems no matter how diverse they are. This fact is supported by Becker (1997) in her study where she found that Spanish English

language learners could apply linguistic grammars of both English and Spanish without breaking the rules of any of them. This factor can be influential on the CS habits of the learner the way that, more languages an individual has stored more grammars he or she have available to use for CS.

There are two subdivisions of internal psycholinguistic factors: unconscious factors are instant feelings of the speaker, and occur as instinctive reaction to the frequency of the exposure. Cultural and conscious factors are intentional and emphasize or contradict the context, addressee and mode or topic of the conversation.

The last factor is external and social factor and it includes the participants, setting, and topic of the conversation. It is not the effect of the speaker whether intentional or unintentional effect of the speaker on his or her code switching, but it is the effects of the participants, setting, and topic of the conversation on the CS of the speaker. These three linguistic, internal and external factors mainly determine the fate, type and occurrences of CS among different speakers. Nevertheless, they cannot categorize CS, but they can be considered while categorization.

There are some classifications of CS in the field of language studies. These classifications focus on the nature of CS. For instance, Blom & Gumpez (1972) classified CS as situational or metaphorical.

Metaphorical CS refers to the semantic impact of shifting from one code to another. In metaphorical CS usually the shift happens in bigger chunks of structures that are responsible for conveying meaning such a longer phrases, sentences or use of proverbs. In situational CS usually the focus is on the form but not the meaning. It

can be either intentional or unintentional. It does not change the meaning much and it is merely appearance of syntactic item such as preposition, a single word or conjunction. The most common of this situational CS is called slip of tongue, where the speaker mistakenly utters a word from another code (Gumperz & Hernandez Chavez, 1975).

In another kind of distinction, and according to Poplack (1980), there are three main kinds of code-switching. These three basic types are named as "tag-switching", "inter-sentential switching" and "intra-sentential switching".

First, "tag switching" is the addition of vocabularies which can be put everywhere in the sentence or speech, while preserving the grammar of the sentence (Romaine, 1989). Secondly, "inter-sentential switching" is a kind of shift in one sentence or clause. Therefore, "inter-sentential switching" happens just in one of sentence or clauses and other remains intact (Romaine, 1989). Thirdly, "intra-sentential switching" is the insertion of vocabularies or phrases from other languages to the mother tongue (Yletyinen, 2004). Zentella (1997) adds one more category to Poplack's (1980) list of distinctions. This type is called "extra-sentential switching" which is the addition of tags from one language to a monolingual discourse. For example; using *monsieur* (a French word), instead of *sir*, in an English conversation (Zentella, 1997).

In comparison to all kinds of CS, "intra-sentential" CS is the most struggling and the most difficult in both description and analyzing for linguists (Sankoff &Poplack, 1980). In fact, there are two kinds of limitations in "intra-sentential" CS.

Noticeably, it was found out that more balanced bilinguals are motivated to use intra-sentential CS. In the study of Puerto-Ricans in New York by Hamers and Blance (1980) this point very clearly remarked and was proven to be correct. Oppositely, less proficient bilinguals are more eager to speak or write in single lexical item and tag shift. Similarly, Poplack (1980) stated that intra-sentential CS is the most advanced level of code switching; it requires bilingual speakers to have sufficient knowledge of the grammars of both languages. The more proficient the speaker is in both languages, more he/she is able to CS from one language to another within a single sentence or clause (Poplack, 1980).

Myers-Scotton (1993) suggested a matrix language structural model which states that in CS situations one language is more dominant than others. Each interaction involves more proficient potential dominancy over the other one or ones in CS (Hamers and Blance, 1989). Interestingly, the more potential language, which has more dominancy, is called as Matrix Language (ML). ML constructs the morpho-syntactic shape for intra-sentential CS. Noticeably; the embedded language is the one which is the majority of its segments are entered into the matrix language. All refers to main rule that were described by Myers-Scotton (1993). It is called "morpheme order" rule. It is the order of segments and the organization of morphemes considered in depth.

There are several Types of CS as it was mentioned before. According to Auer (1999), there are eight frequent conversational situations, which can result in CS, such as: intra-sentential, noun borrowing, the switch to other language for a word or phrase, the change of subject, location or participant. These eight situations are:

1: Reported speech

2: Alteration of contributor group

3: Parentheses or sub-criticizing

4: Imitation

5: The arbitrary change of tasks

6: The change of subject

7: Puns, language play and key shift

8: Subject change and topic/comment structure.

As it is noticeable in the Auer's argument, there are situations or reasons that can result in emergence of CS, and more specifically emergence of an exact type of CS. Hence they refer to an existing pattern for the type of CS that occurs. Thus in the next section some different reasons for the emergence of CS are mentioned and described.

2.6 The Reasons for Code Switching

The main aim of this study emphasizes on reasons for CS among learners. Thus this part of the chapter serves an extra important role in this literature review since it will put forward some expected reasons for bilingual and multilingual people to shift from one code to another.

Halliday (1975) believes that CS is the fulfillment of the interpersonal function of communication. The combination of all languages in speaking acts as mediator. Hence, CS acts as medium to convey the most intended meanings. Gumperz (1982) considered these situations in which CS is used to carry the meanings:

1. transferring the exact definition

2. to facilitate communication

3. to negotiate with upper authority

4. to attain consideration in style

5. to focus on just one point

6. to interact and cooperate more effectively.

The cause of switching can be culturally situational.

As David (2003) has pointed out the lack of register is one main reason of CS. As an example, when interlocutors are not proficient in both languages, and whenever the participants of one conversation do not know about two languages, they appeal to CS. People with different kinds of social occupations usually CS to jargon words of their profession, for instance, a doctor, an engineer, or a lawyer may refer to a social phenomenon using the jargon word to be more accurate.

In addition, the mood of speakers is another cause of switching code. Whenever, bilinguals are exhausted, frustrated or furious, they prefer to shift their language to more available one. They have great tendency to appeal to the most available one subconsciously, irrespective of their proficiency (Malik, 1994).

For another reason, changing language during conversation can be related to the aim of speaker to emphasize a point. For instance, Gal (1979) showed several circumstances of shifting language to emphasize on or clarify a point interlocutors have in mind. For instance, switching from English to German is a potential tool for adding more force to statement. Furthermore, David (2003) uses the courtroom environment to clarify how a defending lawyer appealed to Bahasa Malaysia to initiate and change the language to English to focus on important matters.

Habitual experience is another reason of CS. Malik (1994) emphasized that CS can be more evident in greetings, orders and demands, invitation, gratitude expressions and discourse markers.

Semantic significance is one of the main great incentives of speakers to switch their codes (Malik, 1994). Gumperz, (1970), states that code shifting in some situations transfers the main message more clearly. Gal (1979) pointed out that listeners analyzed code switching as a reason for interlocutors high motivation to communicate. Therefore, CS is an instrument for clarifying appropriate linguistic and social information, which signals to the audiences about the attitudes of the speaker (Malik, 1994).

CS can be implicated for showing similar identities with a certain group of people (convergence) or to address different audience (Di Pietro, 1977). For instance, Malik (1994) declares that CS can also be useful when participants decide to talk with people from different backgrounds (divergence).

There are several integrated reasons of CS. The main reasons of CS are: authority, communication, conceptual, emphasis, ethnicity, interlocution, lexicon, psychological and trigger (Canagarajah, 1995). These reasons may occur simultaneously to maintain power and keep conversation going forward through showing solidarity with an ethnic group. For example, using a verse from religious beliefs of Muslims by saying *Inshallah* in an English conversation serves some of the above purposes.

2.7 Attitudes towards Code Switching

It is the second main purpose of this study to measure and discover the attitudes towards CS. Resulting from what was said earlier in this literature CS is an authentic linguistic phenomenon taking place in various bilingual or multilingual societies, in which two or more languages are spoken in the same discourse. It happens in the word, clause, or sentence level (Valdes-Fallis, 1978).

Surprisingly, this natural linguistic phenomenon has been considered as humiliation by monolinguals and even bilinguals. It has been considered to denote; illiteracy, lack of formal education, lack of proficiency in one or both languages. Furthermore, they have declared that the CS is far beyond a random phenomenon. It was reported that several societies do not accept this it (Mac Swan, 2000; Ahmad, Mohamed,& Burhanudin, 2012) in spite of the common belief that usually having the knowledge of many languages is a positive behavior.

The results of more investigations have revealed the fact that people who have been grown up in bilingual family and even in bilingual environment and worked in these diverse environments typically had more positive attitudes towards CS. (Al-Hourani, 2016). Furthermore, it has been found that females and people with lowest educational background admire CS (Dewaele & Li, 2013).

Briefly, various studies have recognized that attitudes towards CS, whether positive or negative, are closely related with personality, language learning history and current linguistic practices, as well as some social identity of people (Dewaele & Li, 2013).

Language attitude exists in daily life in the way that even people classify their social status, group membership, intelligence, and competencies by their language use (Garrett, 2010). However, language attitudes change according to the changes in the society; hence it is not a very constant phenomenon. Language attitude sounds to be considered as a socio-ideological issue rather than totally in the discipline of sociolinguistics (Dewaele, 2010).

Dewaele (2010) has acknowledged salient positive relationship between levels of self-perceived competence in the second language and third language of adult multilingual people and self-reported frequency of code switching which can be conclusion that CS is not an indication of a lack in the language attitude existence but on the contrary a characteristic of participants who feel proficient in their Language Attitude Existence. Dewaele, (2010) discovered that extraverts have more positive attitudes toward CS. It can be assumed that extravert people are more enthusiastic to various application of CS. Furthermore, high neurotic individuals have more negative attitude toward CS which can be demonstrated in their anxiety expressions (Pervin, Cervon, & John, 2005).

Dewaele & Li (2013) revealed the fact that monolinguals have less positive attitudes toward CS in comparison to multilingual people. Furthermore, multilingual people and people who have lived in different countries have more tolerance of ambiguity, and are more enthusiastic about CS.

Therefore, it can be concluded that there are several factors which can affect positive and negative attitude toward CS (Berthele, 2012). Analyzing attitudes whether

positive or negative towards code switching can build a bridge to reveal various patterns that have never been reported before.

The most considerable factors which affect CS are attitudes towards CS. In fact, people with high emotional stability and tolerance of ambiguity show more positive attitudes towards CS. It thus sounds that emotionally stable people with a strong capacity to relate with interlocutors from different linguistic backgrounds expresses joy and use CS more. The other remarkable attribute is that people with higher degrees of multilingualism were not necessarily associated with more positive attitudes toward CS. Nevertheless, the lowest and highest levels of multilingualism have more positive attitudes than the middle groups (Dewaele & Li, 2013). Surprisingly, there were more positive attitudes towards CS of adult people who worked or lived in multilingual and ethnically diverse environment. Socio-biographical variables were also related to attitudes towards CS as: females had significantly more tendency then males (Dewaele & Li, 2013).

2.7.1 Attitudes toward Code Switching in Language Classroom

Defining Code-Switching has brought up many controversial arguments to the field since it is a concept that was argued more subjectively than objectively. CS was sometimes viewed as a kind of weakness and was defined as a negative behavior (Lin, 1996), while some other studies regarded CS as beneficial instrument of learning and had a positive view about it and defined it concerning its positive measures (Cook, 2001). This subjectivity or objectivity is very much related to the situation that CS emerges. For instance, Cook (2001) defined CS as a normal reaction in a bilingual or multilingual environment, since she found it useful for the language learning situations. She also stated that CS creates a comforting classroom and gives students competence and encourages the participation (Cook, 2000).

However, even in relation to the same implication of CS in the classroom, since language policies in Botswana consider English as the sole language to be used in the language classroom CS is considered to be a negative phenomenon in some studies (Mokgwathi & Web, 2013).

Similarly, Ellis indicated (1986) his negative attitude such as CS hinders learning, causes fossilization and confusion. Cook (2001) referred to CS in the classroom as a non-ending natural response in a bilingual situation. Moreover, Cook has mentioned that the skill of shifting from one language to another language is the desire of all language learners. Besides, in eliciting teacher's reflections to their classroom teaching, Probyn (2010) mentioned that most remarkable method that language teachers can apply is CS to obtain communicative and metalinguistic objectives.

Rollnick and Rutherford (1996) made an investigation of learners' attitudes. They discuss that without the application CS, some language learners change conceptions which would be uncertain (Setati, 2002). CS is far beyond switching between languages; it also shows the value of application of vernacular which opens ways for learners to draw on useful sense-making resources (Amin, 2009).

To sum up, investigators found out that CS can be a legitimate strategy in the classroom (Cook, 2001). CS can create more opportunities for language learning, regardless of its disruptive aspects.

 However, some few negative stigmatic beliefs about CS existed during the history in various studies. For example ideological and conceptual sorts of suspicion can be

found in classroom CS, hinting that deep rooted attitudes may not be easy to change. It means that if CS use turns into a habit it may be fossilized (Ferguson, 2003).

2.8 Other Studies on Code Switching

Code switching is a common strategy of bilingual or multilingual people. Bilingual or multilingual people have great tendency to use it as a tool of communication; hence there is a large body of literature reporting on this interesting phenomenon. This section briefly reports some of the findings of various studies on the topics related to CS for the purpose of clarification, and to indicate the significance of this research.

Gumpers (1982) discovered that CS is rule based rather than being accidental. Moreover, he mentioned that CS has special aim in various situations and conversations. Scholars have been interested in CS for several years. Lots of researches focused in CS in various situations and contexts.

Koziol (2000) studied about the function of CS according to different events and linguistic functions. Personalization, reiteration, designation, substitution, emphasis, clarification, objectification, aggravating messages, interjections, parenthesis, quotation, and topic shift are just main functions of CS. In conclusion, speaker tried to personalize his/her statement for his/her listener. So, in the majority of circumstances, she/he appeals to CS.

The phenomena of Code mixing and Code Switching have been studied in detail on Arab participants by Elsaadany (2003).

The participants of this study were Arab people who have lived in inner circle area of English: USA. Their first language was Arabic but they spoke different varieties of Arab language. They were from different nationalities like: Egyptians, Sudanese, Saudi Arabians, Moroccans and Jordanian. The findings of the study made this point obvious that even when they are communicating among themselves, they attempt to shift the language, regarding the subject of conversation. It is worth mentioning that they did not even refer to the Modern Standard Arabic in their interactions. Moreover, it was found out in this study that Code Switching and Code Mixing are not just instruments of increasing and facilitating communication. For instance, the Arab people of this context used code switching to joke or to make fun with other various situations.

In addition, the relationship between the two languages in bilingual children's linguistic input was analyzed by Champdoizeau, (2006). The subject of this research was an English-French bilingual child. Noticeably, this study was longitudinal. The main focus of this research was to find out the main causes of CS and the restrictions of its presentation. The findings of this study highlighted that the main source of these limitations are morph-syntactic combinations that are not be produced in code switching. The view of acoustic emergence of stress in various languages was also surveyed in depth. The finding of this research illuminated that every bilingual child has two separate stress systems. The participants in this study could become proficient in the principal phonetic keys of each language through CS.

Al-Hourani (2013) did one significant case study about the manifestation of CS in every day dialogues of five Jordanian speakers in Malaysia. This research tried to test the elements and situations which influence occurrences of CS among Jordanian

interlocutors in their everyday dialogues. The main source of data was the recording of conversation and short interviews among five bilingual Jordanian participants who stay in Malaysia. The findings of this study showed that familiarity among respondents, the setting, change of topics in discussion and their ages are the main four reasons for their CS.

The majority of CS contexts show the importance of CS as a highlighted arbitrary alternation that conveys extra social meaning in various contexts. Moore (2002) defined CS as an adaptive skill of learners or speakers to convey their needs. The use of CS is related to the topic whether formal or informal. The results of previous researches in various contexts clarify that CS can be full of merit for learners, speakers and it can also fasten the language learning process. Moore (2002) also noted that CS can be related to the learners' learning styles. Therefore, bilingual individuals' CS is rooted in their background, identity, social motivation and preferences.

2.9 The Status of English in Azerbaijan

Azerbaijani language is the official language of Azerbaijan, the biggest country in the Caucasus region of Eurasia, officially named the Republic of Azerbaijan.

Azerbaijani itself is spoken primarily in Azerbaijan, though it has spread into many nearby countries. Except 10 million Azerbaijani in the north, it's also native language of 35 million Azerbaijani people who live in Iran (the South of Azerbaijan). Also, 200 000 Azerbaijani people are called Kerkuk or Turkman in Iraq are using this language as their mother tongue. Azerbaijani is also spoken in Turkey, Georgia, Turkmenistan, Uzbekistan, Syria, and Russia with the total number of speakers

around the world adding up to nearly 50 million. There are not many Azerbaijani speakers in Latin America, but there are lots of people who are using this language in countries surrounding Azerbaijan itself.

Azerbaijani language is a branch of the Turkic language family. The Turkic language family includes more than thirty five languages, located primarily in the regions from Western China to Siberia, and spoken by a variety of Turkic peoples: Türkmen, Tartar, Uzbek, Baskurti, Nogay, Kyrgyz, Kazakh, Yakuti, Cuvas and other dialects. Furthermore, Azerbaijani language belongs to Oguz branch of this language family and it is closely related in grammar and pronunciation to Turkish, Turkmen and Qashqai. *Turkish of Turkey*--including Crimean Osmanli and Balkan dialects, such as Gagauz, spoken in Turkey, *Azerbajcani* "Afsharoid" dialects --spoken in eastern and southern areas of Azerbaijan and in Kabul. *Khorasan Turkic* is spoken in northeastern Iran, Turkmenistan and northwestern Afghanistan, and *Turkmen* -in Turkmenistan, northern Afghanistan and close to the southeastern shore of the Caspian Sea. (Elibeyzade, 2007; cited from https://en.wikipedia.org/wiki/Azerbaijani _language)

As a language, due to historical events, Azerbaijani has been influenced by lots of languages like Arabic, Persian and Russian. But, Azerbaijani language has influenced by Persian and Russian more than Arabic. Since, "Azerbaijan was divided into two part northern and southern Azerbaijan (Yeşilot, 2008), northern part was given to Russia and southern part belonged to Iran. Thus Azeri nation began to live separately and in that region with different circumstances, which influenced the Azerbaijani language. The Azeri language was changed its original version, and divided into two common dialects. An easy way to distinguish between the two is

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geographically; in the northern part of Azerbaijani Republic Azerbaijani language is spoken, while in southern part of Azerbaijan, in the (in the north of Iran), Persian language is dominates, because it is an official language there. And their Azerbaijani is their L2 (Yeşilot, 2008, Elibeyzade, 2007).

Moreover, the Turkic population of the Republic of Azerbaijan was obliged to learn and speak Russian after the invasion of Russian Empire in 1928. Consequently, governmental language policy was used for this country in the period of the U.S.S.R, and Russian became L2 even L1 of the population. As a result of both the officially and unofficially sanctioned development of Azerbaijani and these Russian language influences, the Soviet era probably produced a situation of diglossia with bilingualism (Fishman 1972) for many citizens of Azerbaijan. Russian was the expected language in most official/political domains, virtually all technical education, and other 'high' domains. Azerbaijani, on the other hand, was the home language for most Azerbaijanis and predominated in 'low' domains. Although, the people were forced speaking in Russian language they did never forget their native language. Therefore, because of being bilingual, they habitually did CS between Azerbaijani and Russian.

Finally, the Soviet era ended with what Laitin (1998) describes as the "double cataclysm" for the Russian speaking populations of the non-Russian republics of the U.S.S.R. Then, after the collapse of U.S.S.R in 1991 the governmental language was changed to their mother tongue Azerbaijani. Afterwards the young generation began to learn Azeri language better (cited Zuercher, 2009 pp 1-5).

On the other hand, new government began to strengthen English language at schools. New colleges were established using English as medium of instruction (EMI). The workplaces began to demand English language more than Russian. Hence, some part of the population especially educated part became bilingual or multilingual, and English became a foreign language in Azerbaijan.

To sum up, Azerbaijani is the native language or first language or mother tongue of Azerbaijan. Meanwhile, Russian is a foreign language in Azerbaijan, but for a number of people it is considered as a second language (L2), and even for a limited people it can be counted as a first language (L1) in Azerbaijan, in Azerbaijan English is spoken as a foreign language.

During the history, there was a growing body of literature dedicated to CS among Turkish speakers who live in Europe (Backus 1992, 1996, 1999, 2000; Backus and Boeschoten 1996; Johanson 1993; Pfaff, 1979). Fess consideration has been given to CS among Azerbaijani speakers who have been settled in the Azerbaijan region or around the world. Only three studies were surveyed, while two of them presented by Helena Bani-Shoraka (2005) by the name of Language Choice and Code-switching in the Azerbaijani Community in Tehran: A conversation analytic approach to bilingual practices, Code Switching and Preference Marking Disagreement in Persian/Azerbaijani Bilingual Conversation. Another study was about Azerbaijani-Russian Code Switching and Code Mixing was done by Kenneth Zuercher (2009) in the University of Texas at Arlington. But the research about CS between English-Azerbaijani has not been investigated. Hence, the current study will be useful for future researchers thru trying to fill this gap in literature.

2.10 Summary

This literature review explains different aspects of the term code switching. In this chapter, it was defined from different sources. What CS is, and how it differs with code-mixing. Four major approaches towards CS are discussed and explained in detail. Many functions of CS were mentioned in this literature review, while the focus kept on pedagogical functions. Then types and classifications of CS are indicated. After that, there are some reasons of CS occurrences. Also, attitudes in general and in relation to the language learning are discussed in detail. Then, the final section of this literature review reports many different studies in the field of CS. In order to remark some of the important parts of this literature review, a short summary is added to remind us how the chapter describes CS in accordance with the aims and topic of the study.

CS in social context and classroom context has different functions. During the 1970s and 1980s, when CS was not discovered, learners had to majorly speak just the target language in the language classrooms. However, after the 1990s, classroom cooperation and participation became more important than the focus on the rules of language learning. There is controversy about the usefulness of CS in the language classroom. Some teachers have positive perspectives towards CS and they believe that it can serve as a tool for transfer of meaning and serve a communicative purpose. On the contrary, some educators and teachers have negative attitudes towards CS. These educational decision makers consider the first language as an obstacle or interference of target language learning. They believe that language learners cannot increase their language proficiency by referring to other languages particularly mother tongue.

Furthermore, native language was used as a medium of instruction in GMT (Grammar Translation Method) (Richards & Rogers, 1986). However, there is no native language use in ALM (Audio Lingual Method). In ALM, the use of other languages except target language is prohibited. Teaching both native and the target language is possible in the classroom as with the help of code switching. In the majority of approaches and methodologies, CS is used as a mediator, to fulfill learning goals in classroom discourse. It is worth mentioning that the reasons for students' CS may vary from one another. The reasons of CS may change due to the subject, language proficiency level and the learner's background. CS has a potential power to facilitate the learning process and to involve and integrate all members of the classroom in communicative learning. However, teachers must consider that CS facilitates learning, it is probably true, but they should try to not overuse it, because it may have negative effects on the learning habits of the learners.

Chapter 3

RESEARCH METHODOLOGY

This chapter presents the methodology which includes all information about research design, and research questions. It also contains the description of the context, and then characteristics of the participants of the study. Also, the data collection instruments were used to investigate the Azerbaijani students' act of code-switching when speaking in English in EMI context and this section also provides detailed information about data analysis procedures.

3.1 Research Design

The present study is a mixed category case study which implements quantitative and qualitative data collection procedure.

According to Harwell (2011) quantitative and numerical data have a tendency to be more objective, reliable, and generalizable in measurement (p.149). According to Jackson (2008) qualitative research is commonly not statistical, and bases on the observations to perform social studies (p.86). Also, Denzin and Lincoln (2008) describe a qualitative approach as a "emphasizes the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency" (p.8).

Creswell (2009) claims that mixed method are useful for scholars as they can collect multiple kinds of data. If they use one method they might not be able to obtain more

accurate and definite comprehensible research. Therefore, a mixed method was used in the current study.

Moreover, the present study is a case study which accepts a descriptive approach. According to Mackey and Gas (2005) a purpose of case study is to discover complete description of language education or the usage in the specific population or setting. Moreover, according to Nunan (1992) a case study is a mixture of various methods of data analysis which employed in.

And, in order to collect data in this research study, triangulation method considered being useful. Yeasmin and Rahman (2012) notes that the "Triangulation' is a procedure of confirmation that rises validity by combining several viewpoints and methods" (p.156). The triangulation method here consists of three separate instruments.

To achieve numerical data a questionnaire was used as a first instrument. As Dörnyei (2007) describes, "Questionnaires are easy to concept, extremely adaptable and individually skilled of collecting a huge amount of information speedily in a procedure that is readily process able".

Then interview questions help to get insight about the participants' behaviors. Nunan (1992) describes tree types of interviews, such as:

1) An instructional interview: consists of the interviewee's responds

2) A semi-structured interview: does follow a planned list of questions, but, the interviewee have a control over what will be questioned.

3) A structural interview: has a plan where questions are asked in a definite order.

A semi-structured interview is used in the present study. Then at last a report of observation of a classroom added to the study to validate the data. It is "a systematic description of events, behaviors, and objects in social setting has chosen for study" (Marshall & Rossman, 1989 p.79).

According to Merriam (1998) the researcher ought to: "1) pay attention, shifting from a "wide" to a "narrow" angle perspective, focusing on a single person, activity, interaction, then returning to a view of the overall situation; 2) look for key words in conversations to trigger later recollection of the conversation content; 3) concentrate on the first and last remarks of a conversation, as these are most easily remembered; 4) during breaks in the action, mentally replay remarks and scenes one has observed" (p.53).

3.2 Research Questions

In this study the following questions are addressed in order to achieve the aim:

1. Do Azerbaijani students code-switch while speaking in English? If so, how often do they code switch?

2. What types of CS do they utilize?

3. What are the main reasons for code-switching?

4. What are the students' attitudes towards code switching?

The answers to the questions above, give a clear view about the Code Switching habits of Azeri students.

3.3 Context of the Study

This study conducted at Eastern Mediterranean University (EMU) - an international university in Northern Cyprus in spring and fall semester of the 2015-2017 Academic Years. The Eastern Mediterranean University (EMU) which is located in Famagusta was established in 1979 as a higher-education institution of technology for Turkish Cypriots. It was transformed to a state university in 1986. The university has 141 programs which are offering undergraduate and postgraduate degrees, as well as a research substructure in medium of instructions context which is in Turkish and English. Nevertheless, English Preparatory School is available for students who want to improve their English. The university's library is the largest one among other university libraries on the island with its more than 120,000 book collection. Likewise, the library gives free access to hundreds of information sources to the users. In the northern part of Cyprus, people speak Turkish language, but the instructional languages are Turkish and English within the university. This research focuses only on classes where English is a medium of instruction, because; the study is focused mainly on two languages English and Azerbaijani. Besides, the number of Azerbaijani students is larger in English classroom than in Turkish classrooms.

3.4 The Participants of the Study

The participants under focus of this study are all from Azerbaijan. They are all currently students in EMU, in English Medium Instruction (EMI) context. The participants are chosen from the Faculty of Tourism and Hospitability, Faculty of Communication and Media Studies, Business Administration and Economics in EMU, since the majority of Azerbaijani students study in these faculties. The first language of these students is Azerbaijani language, a branch of Turkic language.

The selection of participants could be separated into three parts. They were selected from three levels: BA/BS, MA/MS, and PhD. The number of participants generally was one hundred and one, and all of them filled the questionnaire items. However, for interview questions the participants were selected from MA/MS students. The language used for their teaching and learning is English language.

The level of education of the students did not vary a lot, because the majority of Azerbaijani students started studying at this university as BA/BS. However, some of them are in MA/MS level, and very few are in PhD level (see Figure3.1).
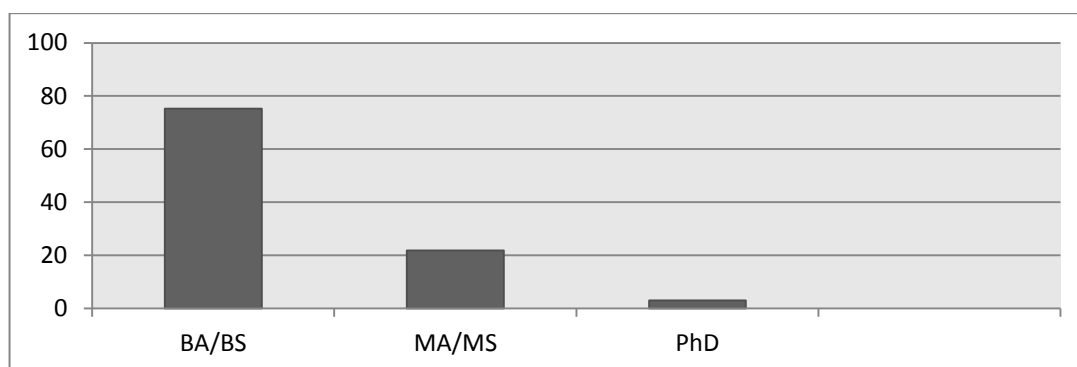
Figure 3.1: Education Level of Participants

Therefore the number of BA/BS participants is 76, it means & 75, 2% over 101. The frequency of MA/MS students is 22, 21.8%, and finally the number of PhD students is 3, and 3.0% all over of them.

Because, a number of Azerbaijani female students were not too much in EMU, in Cyprus, the gender of participants are not balanced. Therefore, a number of male participants were higher than a number of female participants (see Figure 3.2).
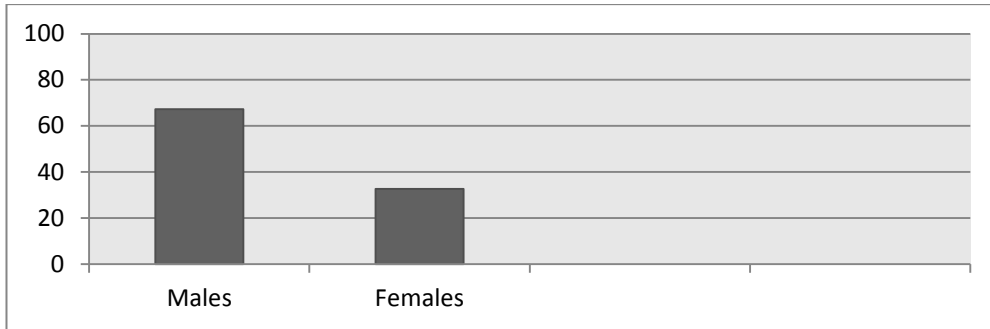
Figure 3.2: Genders of Participants

A number of male students were 68, whereas a number of the females were 33. Measuring with percentage depicts that 67.3% of the participants were male, 32.37% of them were female.

The age category of the students varied too. Some of the students started to study in this university as soon as they graduated from high school (see Figure3.3).
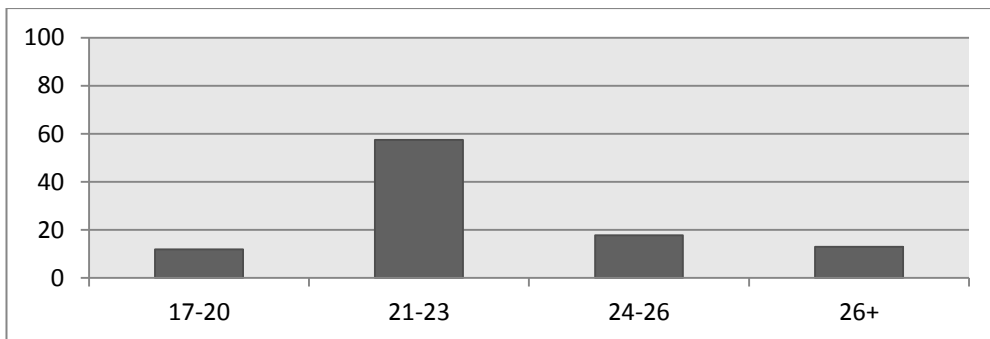
Figure 3.3: Ages of Participants

Therefore, some of the participants' age group is from 17 to 20 (11.9%), and the majority of the participants' age category is from 21 to 23 (57.4%). Moreover, because of the participants from MA degree, the students belong to the age category from 24 to 26 (17.8%), and a few number of students' age group is up to 26 (12.9%). The students' year of studying English is different (see Figure3.4)
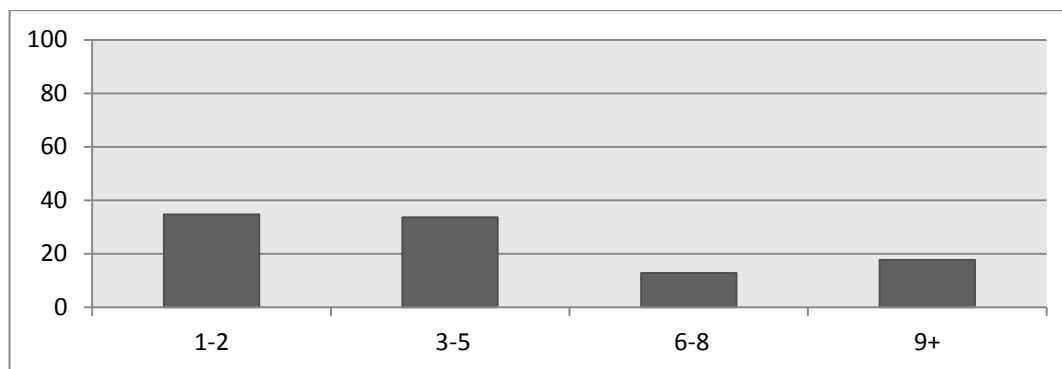
Figure 3.4: Year of the Study of English

The majority of participants' year of study of learning English language is from a year to five. A few number of student's studied English language from 6 to 9 year, but a number of students who studied English more than nine year was a bit higher.

3.5 Data Collection Instruments

As mentioned before a triangulation approach, observation, questionnaire and interviews, were used for the data collection procedures in the present exploration.

3.5.1 Questionnaire

Apple and Muysken's (2006) model was used to measure the reasons of code switching. The questionnaire comprises the Likert scale questionnaire is separated into four sections which include section A (background information), section B (multiple choice questions), and section C (questionnaire which includes two parts). The first part of the research questionnaire was adopted from Machaal's (2012) study on the purposes of code switching, and from Amna Naveed's (2014) research on the function of university students attitudes towards code switching. The second part of the questionnaire was taken from Al-Nofaie's (2010) study on the character of students' L1 in class. Minor adaptations were made, to create equivalent questionnaire thru the settings of the contemporary exploration.

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Moreover, following the transcriptions of the audio tape recordings semi structured interviews were held with 16 MA students from different departments of Business Administration and Tourism faculties accurately. Approximately, at the same period 101 students were asked to express their thoughts on a five-point Likert scale (1-strongly agree, 2-agree, 3-neutral, 4-disagree, 5-strongly disagree)

3.5.2 Interview

In the present study, Semi-structured interviews were used, in order to achieve the goal of the study. 16 MA/MS students were selected from different departments of Business Administration and Tourism in EMU. Because of the exam period, and holiday a small number of the participants could be interviewed after classes. Majority of the students were called, met in a proper place that they choice, and were interviewed and recorded. Semi structured interview questions separated into two main areas in this study:

(A) Students' consciousness about Code Switching/Code Mixing:

Question1: How can you define your opinion about Code Switching? Do you know what code switching is?

(B) Students' attitude towards Code Switching/Code Mixing:

Question2: What is your attitude towards Code Switching?

Question3: Is code switching beneficial?

(C) Significance of being multilingual students rather than bilingual in the circumstances of code switching.

Question4: What do you think about mixing two or more languages? What languages do you use when code switching?

3.5.3 Classroom Observation

The Azerbaijani students in specified departments of EMU were observed by recording, and watching and writing. Besides, for the observation a ready classroom observation checklist was chosen from internet, but the questions for the checklist were equipped by the researchers herself. The checklist contains with two parts: first part covers the name of the observed class, the name of observer, the department, and the date and time. The second part consists of a table including the questions that were tried to find the answer (Appendix D).

3.6 Data Collection Procedures

All participants were chosen from the faculties of Tourism and Hospitability, Communication and Media, and faculty of Business Administration and Economics in EMU. In order to collect data the petition was written to the chief of the department, and the consent form together with permission letter and other documents were sent to EMU's Scientific Research and Publication Ethics Committee. After the acceptance of the documents which include questionnaire, interview questions and the observation list, they were sent to the departments. Hence, when the positive answer was received the researcher started to collect the data from observation which is the first part of qualitative method. The classes were observed in Tourism and Business Administration and Economics departments. Two classes were observed in the Faculty of Tourism. Besides, two more classes were observed in Business Administration and Economy department. One of the classes was chosen from the International Relations, another one from MBA. As a data collection tool, recorder, paper and a pencil were used in these classroom observations.

Then another qualitative method, interview and quantitative method questionnaire were done together. The questionnaires were distributed to 101 students. But, because it was the end of the semester, a few numbers of the participants filled the questionnaires inside the classroom, the others filled them be in the library, or in the canteen of the university. And, the rest of the participants were called, met and given the questionnaire to fill.

Interview was taken from 16 MA/MS students and their voice was recorded. They were chosen among 101 participants. Some of them rejected giving interview; others did not accept their voice to be recorded, because they were shy and did not feel comfortable. Hence, it was a bit challenging to take interview for semi structural questions.

3.7 Data Analysis Procedures

In order to find out the answer to research questions three different analyses (1) descriptive analysis of the questionnaire, (2) qualitative analyses of interview questions, (3) qualitative analyses of classroom observations were used.

3.7.1 Analysis of Quantitative Data

In this study, the descriptive analysis of the questionnaire was the main source of data collection. It is worth mentioning that SPSS (17) program was used to analyze data. In order to discover the data for quantitative analysis descriptive analyses (frequencies, means, and standard deviation) were measured by SPSS from 4 multiple choice questions in section B, and 30 Likert scale questions in section C. The frequency and types of code switching were measured by 4 multiple choice questions. The language learners' reasons for code switching were measured and

evaluated by five-scale Likert questionnaires. And this data was analyzed via SPSS to get the results of why Azerbaijani students do Code Switching.

3.7.1.1 Reliability the Questionnaire

As it mentioned before, questionnaire was distributed to 101 students in order to collect data. The questionnaire was prepared during the spring semester, and distributed to 101 students in different places such as classrooms, library, canteen, even in the party of Republic day of Azerbaijan. All 101 questionnaires were filled without difficulties. A factor analysis was conducted for the reliability of this study, with 30 Likert scale type items on the questionnaire. Based on the standard criteria of the reliability coefficients, the scale of this study can be considered very well.

Cronbrach's alpha	*Internal consistency*
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The reliability of questionnaire was 0.86, acceptably high. A Cronbach's alpha of 0.60 is approved in quantitative data collection (Dörenyei, 2007). Due to the standard criteria, the scale of this survey is high, regarding the reliability coefficients.

Although according to Nunnally (1978) "the basic study ought to have the reliability of 0.70 or better. In contrast, for the study with different data instrument a reliability

should be higher than 0.80, and, where significant decisions are made with respect to specific test scores, a reliability ought to be 0.90, 0.95 " (pp. 245-246).

Table 3.1: Reliability Statistics

Cronbach's Alpha	Number of Items
0.861	30

3.7.2 Analysis of Qualitative Data

3.7.2.1 Semi Structured Interview

In addition to the questionnaire, the researcher interviewed language learners to find qualitative data and increase the validity and influence of the findings on the following:

- Whether they know what CS/CM is

- When and why they have to do CS

- The students' attitudes towards CS

- Benefits of CS

- Mixing more than two languages and their attitudes towards it.

- The main languages they mostly use when code switching.

The data for interview questions was analyzed via listening to the recordings and transcribing each of them, first. Then all of the transcriptions were copied, and read attentively, and in order to get better result they categorized and coded. Finally, the important answers were chosen and evaluated, and the quotes were shown in the result part as the students said, without changing it is original version.

3.7.2.2 Classroom Observation

The Azerbaijani students in specified departments of EMU were observed by recording, and watching and writing. To measure of the data qualitative data of classroom observation the recording were listened and transcribed as interview questions. And they were categorized by the help of observation checklist (see Appendix D).

3.8 Summary

To sum up, this chapter presented the methodology used of the contemporary study. Firstly, common information was given about the research design and research questions. Then, the context and participants were described in detail. Proceeding, data collection instruments and procedures were explained correspondingly. Finally, the data analysis procedures were clarified.

Chapter 4

RESULTS

In this chapter the exploration of the data analyses (findings) is presented in 2 parts: (1) Descriptive analyses (frequencies, means, and standard deviation) from 4 multiple choice questions in section B and 30 Likert scale questions in section C with the intention of discovering the data for quantitative analysis. (2) Qualitative analyses of classroom observations and semi-structured interview questions.

4.1 Research Question 1: Do Azerbaijani Students Code Switch when Speaking in English? If so, How Often Do They Code Switch?

In order to discover the existing question, three different analyses were used: qualitative analyses of classroom observations, descriptive analyses (frequencies, means, and standard deviation) of multiple choice questions, qualitative analyses of interview questions.

4.1.1 Qualitative Analyses of Classroom Observations

In order to understand how often Azerbaijani students employ code switching and what kind of CS they use, the students from both BA and MA levels were observed in their classrooms, students' participation, and presentation, and their communication aptitude. Besides, observation was made in order to clarify better what types of Code Switching is used in the classroom by the participants. The observation was measured by recording and watching and writing using the ready observation checklist with the question which was created by the researcher herself.

Table 4.1: Observation results

Name_____   Date & time_____
Class Observed _____   Department_____

	Questions	Yes	No	Not observed	Explanation
1.	Do Azerbaijani students Code Switch during the lesson?	√			
(a)	… when presenting?		√		
(b)	…when asking questions?		√		
(c)	...when discussing a topic?	√			
2.	How many times do they code-switch during a lesson?				Several times
3.	Why and how do they do CS?				When discussing topic
4.	What languages do they code switch?				Azerbaijani, Turkish and Russian
5.	When do they code switch to their mother tongue?				while debating any topic or private matters
6.	Do they code switch to Turkish, if yes when?				With teachers only when greeting and asking something. Sometimes among Azeri friends only to crack jokes
7.	Do they code switch to Russian, if yes when?				With all students who are from post-soviet countries
8.	Which languages do they do CS frequently? Azeri, Turkish, or Russian				Inside the classroom -to Turkish and Azeri equally In break times –Azeri & Russian
9.	What type of code switching do they generally use?				All types of CS (inter sentential/intra-sentential/ extra sentential/tag switching)

The results of class observations showed that Azeri students do code switching and

code mixing inside the classroom. Specifically, they do not only switch their code

from English to their mother tongue Azeri, but they CS to Russian and Turkish as

well. They mostly try not to CS with teacher and to use English when asking

questions, but they sometimes use Turkish during the discussion with teacher. Moreover, they shift their language to both Azeri and Turkish language when discussing topic with their classmates as well. Similarly, Azeri students do CS to their mother tongue to crack jokes with friends because of sense of humor of Azerbaijani people. They either do code switching by using the quotes of well-known or humoristic people, or they used their own jokes. For example, during the interview one of the student's responded such as.

> *It will be mmm…ermeni budaq cumlesin nece tercume edim (it will be armenian clause sentence…).... (laughing)....mmm it is not   good.*

It is a famous quote in Azerbaijan. Before the "Karabag Conflict", Azerbaijan had good relations with Armenia, and they used to use Azerbaijani or Russian to communicate. When they speak in Azerbaijani language they used to use wrong word structure, which is most of the time it was difficult to understand them. Therefore, the people used to joke like that among each other, when someone's talk was not clear.

However, none of the Azerbaijani students change their code for the duration of presentation. On the other hand, they mostly use Russian while they greet with friend from Post Soviet Union, and when they ask or explain something. They especially switched their code to Russian when they are talking about personal issues. Similarly, they shift their code to Turkish when greeting with teachers. For instance very simple example can be shown from the students that almost all of them say: *Good morning, Hocam.* (My teacher).

Additionally, Azerbaijani students do code switching several times inside the classroom but the frequency of their CS depends on the classes. For instance, the

students from the Tourism faculty do CS more than students from Business Administration and Economical faculty. The reason for this difference can depend on nationalities of the students, because there are lots of international students from Post-Soviet Countries, from Nigeria, as well as from Azerbaijan. But compared to Tourism faculty the amount of Russian speaking students is less in Business Admiration and Economical faculty.

4.1.2 Descriptive Analyses (Frequencies, Means, and Standard Deviation) of Multiple Choice Questions

To measure research question1, three more questions chosen from multiple choice questions, in order to support the classroom observation.

Table 4.2: (sectionB2) Students employing CS unconsciously and its frequency

	Very often	**Usually**	**Sometimes**	**Never**
Frequency	8	21	63	9
Valid Percent	7.9 %	20.8 %	62.4 %	8.9 %

Above 62.4 participants itemized their responses as sometimes. Whereas, 21 % of the respondents selected the answer 'usually', besides 9% of the students listed 'never' and finally 8% of them chose 'very often'.

The subsequent table displays the answer of the question "what type of Code Switching do Azerbaijani students utilize".

Table 4.3: (sectionB1) Code switching/code mixing indicates the speakers' language proficiency level.

	Yes	No
Frequency	54	47
Valid Percent	53.5 %	46.5 %

Another mode of learning the participants' attitude was, to ask if code switching/ code mixing indicate the speakers' language proficiency level.

As it is shown in Table 4.3, the percentage of the agreement and disagreement are almost the same. Only with very few difference 54 % of the students report their agreement for this question. However, 47 % of the students stated that code switching does not depend on the utterers' proficiency level.

In order to classify if the students employ code switching or not sixteen participants were questioned with semi structured interview questions.

4.1.3 Qualitative Analyses of Interview Questions

The interview questions divided into three main extents.

1. The students' consciousness about CS.

2. Student attitudes towards CS/CM.

3. Significance of being multilingual students rather than bilingual in the

circumstances of Code Switching.

4.1.3.1 Interview Question1: How Can You Define Your Opinion about Code Switching?

From students' responses, very interesting detail was discovered that none of the participants had an idea about the terminology of Code Switching. They had an idea

about it after its description by the researcher in the questionnaire. It was found out that they did CS/CS in their daily life, without knowing what it is. The majority of the participants were very happy to be acquainted with this term, and some of them even thanked to the investigator. That is to say, approximately all of them could define Code Switching correctly after knowing what it is. Besides, each of them described it with their own ways.

> *Yes, I have general knowledge about code switching that it is a situation mmm if we know many languages actually it is happening during the conversation for example, I can give the example like that you have one friend that is speaking in English but near you there is a person that speaking in Turkish but she does not know English so in that situation you should explain both of them a topic, what is going on one of them in English another one in Turkish. Meselen, when translating the person can mix the words, so my point of view Code Switching is something like this. (P2)*

P2 expresses that she does Code Switching when there are lot of nationalities, at least two different nationalities around her. However, one interesting fact appeared when interviewing her. That is she did CS unconsciously she said *meselen* instead of *for example* when responding. Besides, there was not anyone except the researcher and the participant, and both of them were from the same nation. So, the participant used CS from TL (target language English) to her native language mechanically.

> *Actually no, I did not know but after reading your questionnaire I have an idea what is CS. Code Switching is for example when you speak in your native language you change from one language to another language and it is called Code Switching. (P5)*

> *Now, I know that while speaking if you are turning to other language, so this is the Code Switching. (P7)*

Both of the participants, P5 and P7 replied almost the same. Explicitly, according to participant P5, she comprehended the meaning of Code Switching after the questionnaire.

Yes, I know that, it is meaning about your talk you mix the other languages. For example, when you are talking in Azerbaijan you do not remember one word; you have to tell in another language for example Russian. (P9)

According to P9 Code Switching is mixing languages and it occurs when bilinguals forget word in one language and remembers in another language. However, P9 stated that, in his regular life, he usually switches his code to his second language (L2) Russian when speaking in his first language (L1) Azerbaijani.

No actually. I didn't know but after you said I know. Code-Switching is like to switch the language to their native language while using some words or maybe some sentences. And it is, not just native, because if the person knows several languages so it will be easy for him or her to switch to several languages. (P11)

P11 mentioned that CS is changing some words or sentences from any language to her native language. Moreover, she added that the person can do CS effortlessly if she or he is multilingual.

No, actually today it is the first time I heard about it. Very nice thing! I think it will be very useful for me in future. As far as I understood CS is when you switch from one language to another one. (P12)

P12 was really very blissful to learn about the term CS/CM she revealed that it will be very beneficial for her in her future life.

4.2 Research Question 2: What Types of CS Do They Utilize?

To find out the results of research question2 both descriptive analyses (frequencies, means, and standard deviation) of multiple choice questions, and qualitative analyses of classroom observations were used.

4.2.1 Descriptive Analyses (Frequencies, Means, and Standard Deviation) of Multiple Choice Questions

The table below displays, what types of code switching the students' mostly use.

Table 4.4: (section B3) Students' switching units during the speech

	A whole sentence	A clause	A complete Phrase	Just a few words
Frequency	12	7	8	74
Valid Percent	11.9 %	6.9 %	7.9 %	73.3 %

As shown In Table 4.4 12% of the participating students specified that when switching code they shift *a whole sentence* (inter-sentential switching). But a large number of the students, 74% of them answered that when code switching they change only *a few words* (tag switching). Merely, 7% of the participants shift their code within *a clause* (extra-sentential switching), and 8% of them use *a complete phrase* (intra-sentential) when changing their language from English to their L1.

4.2.2 Qualitative Analyses of Classroom Observations

However, the response of the participating students for the multiple choice questions is different than the observation findings. Observed students utilized all types of Code Switching. A large number of the students make use of Tag Switching. They also utilize Inter-sentential switching. But, according to the answer of the questions they utilize Intra-sentential switching and Inter sentential switching or Extra-sentential switching during the discussion very much. For instance one of the students said: *Easily forgive eleyir.* In the same way they employed an Intra-Sentential Switching, for example: *Try eleyir to speak.*

4.3 Research Question 3: What are the Main Reasons of Azerbaijani Students for Code Switching?

In order to find out the research question 2, descriptive analyses (frequencies, means, and standard deviation) was used.

In Table 4.0 (see Appendix F) the analyses of quantitative data obtained from the student questionnaire are presented. Questionnaire results revealed that the students generally employ code switching for some reasons which are illustrated in the table (Appendix F). But in Table 4.5, nine items of the questionnaire are demonstrated.

Table 4.5: Survey results of the CS

	Students CS/CM	SD	D	US	A	SA	Mean	SD-σ
1	to discuss personal issues	4%	9%	17%	47%	24%	2.23	1.04
2	to avoid misunderstanding	12%	-	21%	51%	17%	2.28	0.88
3	to make others not understand what they are talking about	3%	17%	14%	44%	23%	2.34	1.09
4	to call other people's attention	14%	34%	23%	20%	10%	3.22	1.21
5	to quote something said by others	1%	22%	28%	41%	9%	2.65	0.95
6	to express loyalty to their culture	2%	16%	33%	33%	17%	2.53	1.02
7	to create a sense of belongings	3%	14%	45%	34%	5%	2.76	0.86
8	to convince others	5%	20%	24%	43%	9%	2.69	1.05
9	to discuss topics which can be more appropriate in Azeri	9%	4%	26%	42%	20%	2.40	1.12

Table 4.5 Item 1 depicts that when discussing their private matters high percentages of the students prefer to do code switching in the classroom. Seventy one percent of the students marked agree (SA/A) for this purpose. However, only 13 % of the students declared their disagreement (SD/D), and 17% of them were unsure when discussing personal issues they code switch or not. In addition, the mean of this item was2.23, standard deviation (σ) was 1.04. From the result it was clear that participants would not want to allow other to know about their private matters when they relate among foreign students or instructor, they therefore CS.

The percentages Item 2 illustrate that 68% of participants agreed (SA/A) with this item, however 21% of the students were unsure whether to they apply code switching for this function or not. Although, 12% of the participants strongly disagreed (SD), none of them disagreed (D). The mean for this item was 2.23, besides standard deviation (σ) was 0.88. The results of the item1 demonstrate that the most of the students (68%) are sensitive about being misunderstood by their group mates, or instructor. Therefore they would prefer to switch to their mother tongue to avoid misunderstanding.

Results in Item 3 displays that the 67 % of the students agreed (SA/A) with this item that they try to make others not understand them by switching their code. Nevertheless, 20 % of the participating students expressed their disagreement (D/SD), but only 3% of student strongly disagreed, and 14% of them hesitated if they applied Code Switching when trying to make others understand what they mean. Moreover, the mean of this item is 2.34; the standard deviation (σ) is 1.09. According

to the results for item 3 again the majority of the students were eager to express themselves well by changing the code to the appropriate code for others to understand, including their native language they code switch to Turkish or Russian as well.

Based on the Item 4, 48% of the participants disagreed (SD/D) with the point that they can code switch to attract others' attention, with the mean of 3.22 (the highest mean). Still, 30% of them agreed (SA/A) to code switch for the reason to call attention, and 23% of the participants were indecisive. Along with this item, the mainstream of the participants denied to prompt their agreement about calling others' attention by Switching Code.

As presented in Item 5 students employ code switching when they quote something said by others. Fifty percent of the students agreed (SA/A) together with 9% who strongly agreed, and 23% disagreed about Code Switching for this purpose, only 1% described strongly disagree for this item. The participants' response demonstrates that they are willing to quote the words or sentence of well-known people, or actors in their country. On the other hand, 28% of the participating students specified being unsure (US) if they code switch for this purpose or not. Item 6 demonstrates that 50% students stated their agreement (17%-SA, 33%-A) about expressing loyalty to their culture when Code Switching. At the same time 33% participants were unsure that they switch their code for this goal or not. Eighteen percent (16% D) of the students indicated their disagreement for this cause, and only 2 of them were strongly disagreeing (SA).

According to the results of the Item 7, 45% of the students reported that they are unsure for this purpose. In spite of the student indecisiveness for this function, 39 % of 101 participating students agreed (SA/A), for the reason to code switch to create sense of belongings. The rest 17% of the students disagreed (SD/D), counting 3% participants strongly disagree.

As can be seen in Item 8, above 51.5% of the students agreed (SA/A) with this item that they mostly code switch to convince others. Nevertheless, 24 of them were unsure. The remaining contributors expressed their disagreement with 25% (SD/D).

As presented In Item 9 the participants were keen on code switching when discussing topics which were more appropriate in their Mother Tongue. The results revealed that 62% of respondents agreed (SA/A) with this aim, containing 20% informed their strongly disagreement. Yet, 26% of the students were unsure about this reason. As specified in Table 4.5 students switching to Azerbaijani might be connected to the sentimental side. In other words, students seem to feel more relaxed or happy to use Azerbaijani for definite a theme that is connected to their setting like the conflict about "Karabagh" issues.

Table 4.6: Survey results of CS

	Students CS/CM	SD	D	US	A	SA	Mean	SD
10	to make lessons more enjoyable	3%	22%	29%	35%	12%	2.11	0.99
11	to crack jokes	4%	6%	14%	50%	27%	2.13	0.97
12	to express themselves easily	2%	7%	22%	42%	28%	2.15	1.03
13	to express personal emotions(anger, sadness,	5%	5%	17%	47%	27%	2.25	0.96

	happiness, etc.)							
14	because they (I) feel comfortable in using more than one language when speaking	2%	10%	20%	48%	21%	2.19	1.01
15	because it helps to explain difficult concepts	3%	9%	18%	46%	25%	2.46	1.10
16	because it helps make learning English easier	5%	14%	22%	41%	19%	2.39	0.93
17	because it helps carry out tasks easily	1%	13%	25%	47%	15%	2.76	1.06
18	because it decreases their (my) anxiety while speaking	2%	27%	31%	27%	14%	2.51	1.11

In respect of the student's role, 47% of the students expressed agreement (SA/A) for Item 10 (see Table 4.6). Besides, 29% of them were not sure. Still, 25% of the participants disagreed (SD/D).

As seen in Item 11, the fact is identified that majority of the students apply Code Switching to crack jokes. Namely, 77% of the participants agreed (SA/A) with this item. While, 14 % of the respondents neither agreed nor disagreed. Only, 10% of the students disagreed (SD/D), while 4% strongly disagreed. However, the mean for this item was 2.11, and the standard deviations' outcome was 0.99. Students' responds indicate that Azerbaijani students are humorous as well as Azerbaijani people and they are like cracking jokes in their own language.

According to Item 12, the majority of the participants applied code switching, to express their thoughts easily. To be more specific, 70% of the students agreed (SA/A) with this purpose, together with28% SA. However, 22% of the participants were not sure. Besides, only 9% of the students stated their disagreement (SD/D) including with 2% strongly disagreement. The table shows that the students are contented to express themselves easily by code switching to their L1 including Russian and Turkish. On the other hand, as of most Azerbaijani students are multilingual, it can be an obstacle for them not be confident expressing themselves in English as well as in their L2.

As depicted in Item 13, most of the students stated their 74% (SA/A) agreement including 27 strongly agreement about this item that they employ code switching to express their personal emotions in Azerbaijani language, while 17% of the contributors were not sure. A few number of students (10% of them) reported their disagreement (SD/D). As indicated in this Item, 74% of the participants apply their mother tongue when they are affected enthusiastically, and it is natural to use their L1 when expressing their personal emotions. It should be emphasized that, when expressing personal emotions to switch the code L1 not only belongs to this participants at the same time it belongs to human beings.

Regarding to Item 14, 68% participants expressed their agreement (SA/S) about their CS because they feel comfy in the usage of several languages for the duration of speaking. Moreover, 20 % contributors were not sure. While, only 12 % students disagreed.

As can be seen in Item 15, a big amount of the students agreed that they code switch to Azerbaijani or Russian language because it helps them to explain difficult concepts. Totally 71 % students itemized their agreement with this role, which is 25%, strongly agreed, whereas, 18% of the students were neutral; merely 12 % of them disagreed. The students can be more relaxed when they employ code switching, because it can be supportive when they want to have effortless speech, and to express every detail in their talk even challenging thoughts.

Based on the calculations of Item 16, it can be said that 60% of the students agreed that they code switch because it helps them to learn English easier, yet 19% of the participants expressed their disagreement. However, 22% of the students were unsure.

It was revealed that, as seen in Item 17, 62% students employ code switching because they think that it helps them to carry out with task. But, 25 % of the respondents were unsure, whereas, 14% students expressed their disagreement, including only 1% of them who strongly disagreed.

As can be seen in Item18, 41% of the participating students agreed (SA/A), including with 14 strongly agree. Oppositely, majority of the students remained undecided for this function. Namely, 31% of the participants were not sure. Though, 29% of the students disagreed (SD/D), only 2% of them strongly disagreed.

Table 4.7: Survey results of reasons for Code Switching/Code Mixing

	Students CS/CM	SD	D	U	A	SA	Mean	SD
19	because it is hard to find proper English equivalents	6%	14%	23%	41%	17%	2.51	1.11
20	because there are no similar words in English	4%	19%	28%	32%	18%	2.59	1.11
21	to Russian because it is their L2	18%	22%	10%	24%	27%	2.80	1.49
22	to Turkish because teachers are Turkish	6%	13%	17%	42%	23%	2.38	1.15
23	code switching to Turkish it is very similar to my language	4%	10%	15%	43%	29%	2.18	1.08

Based on the results of Table 4.7 Item 19, 58% of the students described their agreement (SA/A) on whether they code switch when trying to find proper English equivalents, together with 17% strongly agreement. On the other hand, 20 % of the students stated their disagreement on CS for this reason, accompanied by 6% maintaining strongly disagree. Yet, 23% of the contestants remained uncertain.

Item 20, shows that a large number of the respondents utilize code switching because they cannot find similar words in English, More specifically, 50% of them agreed (SA/A) for this function, while 23 % of the students disagreed (SD/D), as well as 4% strongly disagreed. However, 28% of the participants were found to be indecisive.

As seen in Item 21, Azerbaijani students mostly code switch to Russian for because it is their second language. Specifically, 51% of them indicated their agreement (SA/A), while 40% of the students showed their disagreement (SD/D). Yet, 10 % of

the participants neither agreed nor disagreed with the idea that they code switch because of second language.

According to Item 22, 65% of the students agreed (SA/A) that they change their code to Turkish because teachers are Turkish. On the contrary 19 % participating students disagreed (SD/D), while 6 % strongly disagreed. Still, 17 % of the students were unsure for this reason. The students utilize Code Switching to Turkish for the reason teachers are Turkish because they might want to express their solidarity with their instructors.

Table 4.7 Item 23 shows that 72% of participating students do code switching to Turkish because it is similar to Azerbaijani language. Only 4% of the respondents, 14 % of the students stated their disagreement, with very few strongly disagreement, whereas, 15 % of the students were unsure.

Part 2 Table 4.8: Use of students L1

	Students CS/CM	SD	D	US	A	SA	Mean	SD
24	enables them to express ideas that cannot explain in English	4%	2%	19%	52%	24%	2.11	0.93
25	makes communication between the teacher and student easy	6%	5%	24%	44%	22%	2.3	1.05
26	helps in memorizing the (questions) words	3%	6%	17%	44%	31%	2.07	0.99
27	helps in the flow of communication	5%	3%	22%	48%	23%	2.19	0.99
28	clarifies a point that a speaker	8%	7%	25%	41%	20%	2.43	1.13

	wants to make						
29	makes boring topics very interesting	5%	10%	33%	37%	16%	2.51	1.04
30	Manifests (establishes) skills in both languages	15%	9%	23%	36%	18%	2,67	1.29

Based on the results obtained for Item 24 (see Table 4.8), it can be said that a large number of the students expressed their agreement for the usage of their L1. That is to say, according to 76 % of the students, using L1 enables them to express ideas that cannot be explained in English, whereas, 4% of the respondents expressed their disagreement together with 4, specifically 7% strongly disagree of the, while 2% strongly disagreed. Yet, 19% of the students neither agreed nor disagreed.

The result of Item 25 (see Table 4.8), 66% of the respondents agreed, with 22% strongly agree. Only 11% of the students disagreed, including 5% strongly disagree. However, 24% of the students were indecisive.

The percentage of Item 26 (see Table 4.8) shows that a large amount of the participating students indicated their agreement mentioning that using their L1 Azerbaijani or Russian helps to memorize the questions or words easily. Hence, 75% of the students itemized their agreement; together with 31% strongly agree. However, 17% of the respondents were not sure, besides only 9% of them were disagreed (D/SD), including 3% strongly disagree.

As illustrated in Table 4.8 Item 27, 71% of the students agreed with employing L1 for this function. They approved that it helps them in the flow of communication. Although, 22% of the students were indecisive, only 8% of the students disagreed, including 5% strongly agree.

As can be seen from the Item 28 (see Table 4.8), a majority of the students (over 71%) conveyed their agreement, (SA/A) including 23% of these who strongly disagreed. Although 25% of them were not sure, 15% of them disagreed, which is most of them (8%) strongly disagreed (D/SD).

According to Table 4.8 Item 29, 61% of the students agreed (SA/A) that using L1 makes boring topics very interesting. However, 15% of the participants stated their disagreement for this function. Yet, 33% of the students neither agreed nor disagreed.

As said in last Item 30 (Table 4.8), 54% of the respondents together with 18% strongly agreed, definite their agreement (SA/A) that using L1 manifests skills in both languages. However, 24 of the students disagreed (SD/D), together with 9% strongly disagreed. Still, 23% of the students were not sure. So, majority of the students consider that the use of L1, throughout the class is constructive.

4.4 Research Question 4: What Are the Students' Attitudes towards Code Switching?

In order to find out the last research question, two different analyses were used: (1) descriptive analyses (frequencies, means, and standard deviation), (2) qualitative analyses of interview questions.

According to the analysis of Table 4.9, the majority of the students' attitudes towards code switching in the classroom were positive, while few of the participants demonstrated their negative attitudes. The following table presents the participating students 'replies.

Table 4.9: (section B1) Students' attitudes towards code switching/code mixing

	Positive	Negative	Neutral
Frequency	55	17	29
Valid Percent	54.5 %	16.8 %	28.7 %

As it can be seen from Table 4.9, 55% of the participating students stated their positive attitude towards code switching, 29% of them were neutral. Only 17% of the respondents' attitudes were negative. However, in line with the analysis of students' interviews a large number of the students' attitude was positive. Only few participants, in other words one or two of them reported that they were neutral. The rest of them stated their negative view. Results revealed that, the main reason of the students' neutral attitude seems to be the fact that they did not know what Code Switching/Code Mixing is. During the data collection session, almost all of them asked what code switching means. They interviewed after explaining the meaning of the Code Switching, to support the questionnaire. Therefore, there can be differences between the responds of the qualitative and quantitative data for the same question.

4.4.1 Students' Attitude towards Code Switching/Code Mixing

In order to identify students' attitudes towards Code Switching/Code Mixing, they were asked interview questions.

4.4.1.1 Interview Question 2: Can You Describe Your Attitude towards Code Switching?

According to the replies given to the question 2, 7 of the students' attitude towards Code Switching was positive, however 5 of the participants view towards it was negative, while 1 of them hesitated. Nevertheless, 3 of the students' outlooks were both positive and negative.

That is to say, according to the interview results, 16 (100%) of the students employ code switching generally, and 7 (44%) of the participants employ Code Switching in the classroom, while 5 (32%) of them think that it is beneficial. Likewise another 4 (25%) of the students utilize Code Switching to help each other. Similarly, 3 (19 %) of the participants shift their code to Turkish, because the teachers are Turkish language speakers. Besides, 6% of them switched their code because of the lack of language, and 12 % of them applied code switching because of knowing more than two languages influence their speech. The rest of them code switched only out of the classroom, as they think that code switching is not appropriate in EMI context. The views about Code Switching expressed by the participants as follows:

> *In the classroom it is normal, so for example when we discuss something, when we do not want the teacher to understand (laughing), so we use code switching with group mates. I do not want the teachers to understand us, because we sometimes gossip. (laughing) I usually, prefer to use Russian and we use it with Kazak or Kirgiz. I do not use Azerbaijani because in my group I never had an Azeri classmate that is why. And also our teachers are Turkish and they can understand Azeri, but mainly Iranlilar da turkce basa dusur ona gore. (P5)*

 P5 finds Code Switching inside the classroom normal, as switching code might help her and her friends to discuss personal issues. They prefer to use their L2 when they gossip. She declared that she has never used her L1 in the classroom because of some reasons. According to **P5,** the main reason was the existence of Iranian students in

her class, since approximately half of the Iranian population could speak Azerbaijani and Turkish because of their Azerbaijani origin. Likewise, during the interview session there was an Iranian girl around us, thus the P5 switched her code unconsciously. She switched the half of her sentence to her L1 Azerbaijani mechanically.

> *I code switch Azeri and Turkish inside the classroom, because, I do not remember the meaning of English that is why I mix into Turkish or Azerbaijani. I switch to Turkish when I talk with my teachers, when I think the meaning of word I am thinking in Azeri…*
> *…. It is good for me, it is not good for others because they do not understand my words, my language, they do not understand, what you wanna say. (P9)*

Another positive view was declared by the **P9,** who mentioned that when he did not remember the words in TL (target language), he code switch to his L1 or Turkish language.

> *I think it is a good idea for understanding easily. And it is depending on person I am talking to, if I know their languages except English yeah I switch to their languages, if I do not know their languages then I try to explain myself in English. I think it is not bad to use Azeri, but it is somehow helpful for them, but it is not helpful for them to improve their English. **(P10)***

According to **P10** Code Switching is good because it helps the students to understand each other effortlessly. Nevertheless, she thinks that to do CS can prevent the students to progress their English.

> *In the classroom, actually I use it a lot because, like I am translating and trying to understand the teacher so I am switching to Turkish in the classroom.*
> *But, I cannot switch to Azeri language because the teacher, they do not understand it, so automatically I am switching to Turkish. While talking to my friends, it is possible because it is happening a lot. Inside the classroom, I do CS Azeri with Azeri friends only. It happens when we discuss the topic or explain something to each other. And when I ask question I use Turkish language always, I start with English if they do not understand my idea clearly, I Switch to Turkish language. **(P11)***

P11 mentioned that she likes code switching in the classroom. However, because of the Turkish teachers she Code Switched to Turkish mechanically. When asking questions she used to employ English but she switched to Turkish if they did not understand. She only applied Azerbaijani with her friends from her country, when discussing or explaining something about the topic.

> *Mmm my attitude is positive, because in the classroom sometimes aaa how to explain mmm may be your English is not good or not enough for expressing your opinion you are changing your language. For example let us say he or she is from Kazakistan and her or his English level is not good to understand everything that teacher says. In this case if you are explaining with switching to Russian ,it is our common language as you know, in order to help Kazak student she can understand better, and at the same time can also make progress in her lessons. That is why I think it is positive. (P16)*

The **P16** stated his positive attitude as well; he believed that Code switching is effective especially when speaking to students whose proficiency of English is low. Besides, the participant declared he use Russian together with Azerbaijani, when Code Switching.

However, some of the students had negative attitude towards code switching. One of the students noted the following.

> *Mmm in the classroom I do not think so, because there are many students and you have more opportunity to improve your speech, mmm but I think CS is happening when you know many languages and whenever you are not using it properly; it is making CS or Mixing. (P2)*

P2 believed that it is not good to employ Code Switching inside the classroom because it is a chance to study at an international university where one can improve her English. Nevertheless, she also explained that Code Mixing is inevitable when the person is multilingual.

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In the classroom, I think like when you take the course. For example in English so, all the time the instructor and mmm the student should talk in English and just. So, my attitude is negative, I don't like it…
…. It may happen in the situation if the student can't understand the subject. So, he asks the instructor, one or three times. In that case the instructor can change the language. And explain in another language. Actually, it's not good if you start to speak about the topic for example, if you start to speak in Russian try to complete all your minds in one language. Actually, I am not okay with this but it happens. It happens because you know too many languages. (P6)

The response of **P6** was similar to **P2 in** that the students and the teachers did not have to CS in EMI context, because it prevents students to improve their language. Moreover, P2 also believes that CS habitually occurs if someone is multilingual. On the other hand, she justifies the idea that, CS could be helpful in some cases such as to ask the teacher to explain some subjects in L1 when the students did not understand. But, from the replies of P6 it was clear that she did not understand what code switching is.

Actually I don't like it, I think it is unrespectable for those who don't know what language that you will turn to, so I think that you should stay in the language which you are using in class and which everybody understand. It is not respectful, because for example, there are most students from Nigeria in my class and if I will use Turkish and professor is going to use Turkish also they will not understand, I guess it is unrespectable. Students do code switching in the classroom maybe, because of weakness of some language you know for example you cannot know some words and want to it express yourself by using words in your own language. (P7)

P7's expressed his opinion that, doing Code Switching in classrooms is not polite because they study with different nationalities. Consequently, if the teacher and student shift to the language like Turkish, students from other nationalities can misunderstand it, and it is not ethical at all.

I think it is negative, because while you are studying in International University and International language is English, you should use English as a native language that is why, sorry a common language. (P8)

P8 stated her negative idea as well. According to her, when the students are studying in an International University, they should use English as Lingua Franca without mixing it.

> *Classroom mmm I actually do not switch, I did not use it. My attitude is negative mmm of course there are some Turkish students when they could not speak or explain in English so they should speak Turkish so you code switch to Turkish. But, with my instructor I never code switched. (P15)*

The attitude of P15 was also not positive to use CS inside classroom. However, like some of other interviewers, P15 also approved that (although he is not shifting his language to his L1 or L2 or to his language) the students who have difficulties to express their ideas well in TL they to do CS.

Some students' attitude towards CS was unbiased. The response provided by four participants about Code Switching was contradictory. Namely, one of the participants expressed his neutral, negative and positive attitudes and mentioned that it depends on circumstances. The other two acknowledged both positive and negative view. Hence, they expressed their attitudes as follows:

> *In the classroom, I think, actually, it is neutral for me if somebody feels really himself or herself comfortable when he talks or she talks in different languages in one sentence it is okay for me. So it does not matter for me. I am neutral for this…*
> *….And, I am actually trying not to do it in the classroom. I don't like it. Because I think when I am doing this, let us say all my teachers are Cypriots therefore when I am doing Code Switching mmm I am mixing two mmm languages English and Turkish and I think other people are looking at me like I don't know English very well, therefore, it is just like a shame on me. Therefore, I don't like it in the classroom. For example, Code Switching in daily life actually I am doing Code Switching. But when I am talking in English I am not doing this. When I am talking in my mother tongue, I am doing this. I am mixing two languages, three languages maybe, Turkish, Azeri and Russian language. Then I realized yes. I am doing Code Switching. (P1)*

P1 firstly expressed his opinion towards code switching firstly, neutral. He was neutral to the students changing their code. He thinks that students can do whatever

they want, they feel comfortable. However, he does not like to do Code switching inside the classroom, because he thinks that it can be shame for him not speak in English in the classroom. On the other hand, he says that he is doing Code Switching in daily life instead of classroom. Nevertheless, he mentioned one interesting point that he does not do CS from English to another language, vice versa he does from his native language to other languages.

> *You know, I think it all depends mmm I think it all on case, (laughing) because when you switch from one language to another language it depends on circumstances for example if there are many people it is very impolite to do so. But mmm if you do it in terms of understanding subject better, or you do just for expressing yourself better, I think it is ok. (P12)*

P12 stated her negative view towards Code Switching. She noted that it is not polite to shift to another code among the strangers who do not understand it. Conversely, she approved doing CS in order to express herself better, and make the others understand better.

> *It is not all the time positive, because we are studying in international University, if that is something personal yes, you can use Code Switching but when it is according to something that connected to that class, lesson I think that it is not acceptable. (P13)*

According to **P13,** moving from one language to another is not okay and allowable inside the class. She mentioned that it is their responsibility to use English in the classroom, because it is their choice to study in EMI context. Despite her negative assessment, she supported to do CS to discuss personal issues.

> *In the classroom it depends on the nationality of the students with whom you are talking if he is from Palestine or in some Arabic country you cannot speak with them in another language, I cannot CS because I do not know their language, I just using English and in the class most of the time I use just English, I do not CS. If they are from post-soviet countries I CS in this case (P14)*

P14 stated that shifting the language depends on the nationality if they are only English speaking people she prefers to use English. Conversely, she changes to Russian with the students from Post-Soviet countries, because Russian was their common language, before learning English they knew Russian.

4.4.1.2 Interview Question 3: Is Code Switching Beneficial?

Students declared their positive view about the beneficial role of Code Switching, namely, only 3 of the participants expressed their negative view concretely. On the other hand, the rest of the interviewers expressed their uncertain attitudes towards CS benefits.

Table 4.10: Interview results: Students attitudes to CS

	Core response	**Number of students**	**Percentage**
1.	**CS is beneficial because**		
a.	….i can express myself easily (I can use the word or expression in another language when I cannot find it in English.)	3,5,7,8,9,12,14,15,16	56,25%
b.	…. i can get the subject easier with interpretation	5,9,11,12,16,	31,25 %
c.	…i can discuss private issues	7,13	12,5 %
d.	when I am angry it helps to relax	**7**	6,25 %
2.	**CS is not beneficial in the classroom because**	8,	6,25 %
a.	it prevents to improve English skills	2,11	12,5 %
b.	it can be not useful for others (or vice versa)	9,12,10	18,75 %
c.	it is impolite among other nationalities who do not understand	5,7,12	18,75 %
3.	CS can be beneficial or not beneficial circumstantially	1,5,7,8,10,11,12,13	50 %

Every number [(1) (2) (3)… (16)] depicts a candidate of the participant.

One more female participant stated her positive view about Code Switching as follows:

> *It is beneficial because mmm in some… you want to express yourself with specific words or sentences but maybe in English you cannot find mmm this word. So you can change this word to another language which you know. So maybe with another language you can say, say the correct word or sentence and people can understand you better. And you can learn and practice another language. (P3)*

According to **P3** Code Switching is useful because sometimes it is difficult to find an appropriate word in English in that case by the help of CS the students can use an accurate expression in another language.

> *It is beneficial for me, because I can understand but they cannot. For example when I do not know one word I cannot understand whole sentence, if I do Code Switch to ask it, or if teacher do CS to translate and in this way I can get the point what they wanna say, and what they want to explain to us. (P9)*

P9 voiced her attitude towards Code Switching positively. She mentioned that to employ code switching in the classroom is beneficial for her, but she is not sure it is helpful for others or not. Likewise, she said that when she does not understand a word she cannot understand a complete sentence, thus CS helps to clarify it.

> *It is up where you really use it. For example, in my private life when I am speaking sometimes I cannot remember some words in my own language even. If my friend knows English or Russian so I can use these words in English or Russian. It is not about I didn't know this word. Sometimes you forget. For example when you are angry you can turn to your language mostly, so it's okay. (P7)*

P7 expressed her thoughts that it depends on circumstances. She also considers CS beneficial in the classroom, in the condition of not to cut communication when she does not remember any word. She mentioned that she even forgets the words in her mother tongue, so as said by her it is ok to CS when you show you emotional feelings.

*If I cannot explain my ideas to them then I am doing CS to Russian. Speaking in Russian for me is more comfortable than speaking English with them because, I can explain my ideas in Russian better. (**P14**)*

According to **P14** CS is very advantageous because he is contented to use his L2, Russian when expressing himself.

*It is but mmm it looks the case like code switching is a thing that does not have any problem with one language so you cannot find proper words to explain, to express yourself so it is beneficial. Yea it could be sometimes…for example. When in place whether different nationalities and everybody speaking in English so when you try to explain someone for example I am speaking in Russian and he or her is also Russian if I do not know the word in English so I switch to Russian. The benefit like I got I can express myself if I have difficulties. (**P15**)*

P15 expressed his view that shifting the code is helpful, because it helps to clarify everything better. When he cannot explain himself he code switch to his L1 (Azerbaijani) or L2 (Russian).

*Yes, beneficial, beneficial. It is making your life easier, and you are talking easier. It can decrease anxiety. I think for me and for others it is the same. They are also using the code switching in the classroom or out of the classroom like me. When we cannot understand the questions or the words, or when we cannot find the word or phrase in English we use CS to the languages that comes to our mind that time. I am learning some words in different languages. (**P16**)*

According to **P16** Code Switching do not only help to make the speech easier, but it also helps to get rid of stress. He said that most of the students use CS in or out of the classroom, and they switch to the language which comes to their mind at that time. On the contrary, P2, and P6 declared negative view towards the benefits of CS. Furthermore, they expressed their opinions as follows.

*No, I don't think because, Code Mixing as it is said in its name it is mixing your language (laughing), making you to decrease your speech, for example: you cannot improve one of your language good with mixing. I don't think it can have any beneficial sides. (**P2**)*

P2 declared that CS can stop improving their language skills. Besides, P2 approached differently that doing Code Mixing can mix and spoil the language as well.

> *For me I prefer just to use one language in one time. If you speak English then just use English. But we mostly use Turkish, we use code switching, but I don't think it is beneficial. I do not think it is beneficial for me; it is benefit for the person who I am talking to. I don't want to use code-switching in the classroom or outside classroom even, because I express myself in use one language. I mean to use English, or use my own language or Turkish, but just one language. And, it is not beneficial if you are studying English. (**P10**)*

P10 thinks that using CS is not helpful for him it can be useful for the person who he talks to. He stated that he does not have difficulty to express himself in any language and he supports to use a language without shifting.

We can say that, a large number of participants described the advantageous and disadvantageous influence of CS. The attitudes of the participant specified underneath.

> *I don't think it is beneficial no. Because I don't just think it is beneficial in conversation. But it can be beneficial for example, in class when the teacher is explaining something and I do not understand the term or something, I am asking from my teacher can you translate that sentence, word or anything. And after the translation of the word I can understand and learn better. In this case of course it is beneficial. (**P1**)*

P1 explained that Code Switching is helpful when he does not understand something he asks the teacher to Code Switch in order to tell the meaning or its translation, and in this way he learns better. On the other hand, he pointed that CS is not useful during conversation.

> *Not always for example we have mmm Nigerian group mates and Iranian also when they are discussing something in their own language speaking their own language with shouting, and they do not respect the teacher and it is not good that is why I do not think it is always beneficial…*
> *….For example, sometimes to express my mind clearly in this situation I also does CS. And, we do not do CS with teacher inside the classroom usually we*

do with group mates because teachers use only English language when they are explaining us some topics or lesson.. So I CS usually with my group mates. (P5)

P5 said that CS helps her when she wants to express her ideas certainly. But, she also thinks that it is impolite to apply CS around other nationalities.

Of course, yes, but in your private life I think it is nice, you can easily express your feelings or express your idea near the people who do not understand you. But, it is not beneficial in the classroom, I think it is not. (P8)

P8 considers that CS is beneficial when you discuss personal matters. It makes her feel comfortable, when the people around do not understand her. However, she thinks that it is not advantageous inside the classroom.

Somehow, in one case it is, but in other case it is not, because if you doing it in the classroom it is like you are ignoring the English, and are switching to your own language, so the English skills you cannot improve they are decreasing. In the point that if you do not understand, do not get the topic then if you use CS. Because I can get it, understand it easily in my native language. In this case it is helpful a lot, it is beneficial. For example: I do not have to do code-switching in the presentation part of the class time, because it is disrespectable to the teacher. But as I said when are doing discussions I do CS. (P11)

P11 also identified that it is up to the situation. According to her using CS in the classroom is not beneficial because it stop improving English skills. But in different cases such as to get the topic or lesson better it is helpful.

In case when you want to express yourself, or you want to understand something like in a study in the classroom it is beneficial. But, inside the classroom if teacher, if hoca, if lecturer lets you do so yes, if not no. In this case I can explain many things better. I can understand many things better.

But in a case for example you sit in a café usually Iranians are doing it a lot for example, if there are 4 Iranians and they start to speak in Persian or others if they speak their own language in this case it is impolite. So how can I do the same, I think it is very impolite. I think it is impolite, and it is not beneficial as at the same time, because you lose your self-confidence. (P12)

According to **P12** the constructive side of CS helps to express and get the concepts better. Nevertheless, the unfriendly side is that it is impolite to CS near foreign friends. Also when giving example P12 did CS, she used hoca instead of teacher.

> *It is beneficial especially, it is beneficial in private cases, yea like for example you do not want somebody to know what you are talking about with a friend something that you want to hide from everybody, and you show that the person does not understand you do not know your language, so yea in this time code switching is beneficial, I think. It is only beneficial out of the class it does not have any connection inside the class. Inside the class you have to be clear and you have to use the language that knows everybody, I think that is why. (P13)*

P13 expressed her view that switching code is useful for discussing personal matters, when she feels uncomfortable to say something near other people CS helps her.

4.4.1.3 Interview Question 4: What Do You Think about Mixing Two or More Languages? What Languages Do You Use When Code Switching?

A large number of Azeri students switch their code not only to their L1 (Azerbaijani), but to some languages at the time, because, majority of Azeri people are bilingual or multilingual. Namely, Azeri students who study in EMU are multilingual.

> *Sometimes I am mixing between Azeri, Russian and Turkish I am using all of them at the same time unintentionally, for example suddenly I can use Turkish when I speak Azeri. Because, when I am switching my language when I cannot remember what I want to say actually, when I cannot find translation of this word in my mind, mmm when mmm how can I explain this, Turkish, Russian or Azerbaijani first which language comes to my mind I will use this one…*
> *….Because, I am studying in English I am talking to my friends in different languages and, I live in Turkish environment, by the way when I came here I could not understand or talk in Turkish I learnt here, and because I know many languages just for this I am confusing. I use all English, Russian, Azerbaijani, and Turkish sometimes, really, sometimes I use German language when I speak English, even I know German a little bit. (P1)*

P1 states that he even does Code Switching when speaking in his mother tongue. Because of studying in English and using Turkish in the environment, make him mix

languages. He said that he shifts to the language that comes to his mind first, because he switches his code in the classroom only in case of forgetting the word or phrase.

> *No, sanmiyorum, no I do not think that it can be more than two languages cause you can mix just two languages not more than two. The human brain is like this that I don't think that it can mix more than three or more. It can be mix only two languages…*
> *….You know, on that time you are thinking in language which you know well if you Russian or English good you can mix two of them…*
> *….It depends on a group which I am if I am in a group Russian and Turkish I mix to Russian and Turkish. I don't know I have never been in this situation so, now it is difficult for me to explain... (P2)*

According to P2 it is not possible to do CS with more than two languages unconsciously. Nonetheless, P2 stated that she never been in this situation. But, she switched her code unconsciously when responding. She used Turkish verb *sanmiyorum* instead of I *do not think so.*

> *I also mix them and also for example in our language as you also know for example we have some words or phrases like for " refrigerator", "kitchen" etc. we say Russian words for example "refrigerator" is 'xolodelnik', "kitchen" is 'kuxnya' in Russian and we are used to use these words in Russian not in Azeri. Because of this reason we use Russian words. I think to use more than one language is useful for brain it makes our brain to work faster. I know three languages, and I also have one minor language Tallish that is using in a small part of Azerbaijan. So while speaking with my family mmm around other people I can switch to Tallish language. I switch to Tallish when I use Azeri and only with my family members because not everyone understand it. And one important point I want to say, I never CS unconsciously, I always CS consciously. (P5)*

According to P5 to know many languages are advantageous since it helps the brain to work rapidly. She added that she always do CS consciously. Moreover, she stated that there are some Russian words such as 'kuxnya' (kitchen), 'xolodelnik' (fridge) utilize as their own words. While, it sounds as borrowing it is not, because it is habitual. In addition, P5 specified that she knows Tallish language, and when speaking with family she switch to this language.

> *Yea, cunki yea you know, it depends actually when you are in other country, and when there is mmm when you are studying in English, when your native*

language is Russian, when your homeland language is Azerbaijani, and you are living in for example, in Turkey or like in Cyprus where they using Turkish everywhere it makes your mind like more confused and you can switch even not language but words even specific words, and I think it is bad. If I am speaking in English, I usually switch into Russian, then I will turn into Turkish and finally into Azerbaijan. It depends on where I am if I am in Azerbaijan I turn to Azeri, but if I am in EMU, I am switching to Turkish mostly. I also have a little bit Lezgi but I never Code Switch to that language. (P8)

Mmm ermeni budaq cumlesin nece tercume edim ....(laughing).. mmm.. it is not good. (P5)

The response of P15 was interesting for the reason that he used the quote which is very famous in Azerbaijan that cannot be translated into English. The meaning of the quote is that when somebody uses a sentence without the correct structure, people use this quote. P15 indicated that switching plenty of languages is not appropriate.

4.5 Summary

To sum up, it has been found out that nearly all Azerbaijani students do CS switching when speaking. Nevertheless, the frequency of utilizing CS depends on participants and on the circumstances. Since, some of the students use it inside the classroom a lot, but some use it only outside the classroom. On the other hand, one important characteristic found out that, almost all contributors are doing CS/CM without being aware of the terminology of code switching and they learnt it after reading the its portrayal in the questionnaire. Another significant finding is that the participants are using all type of CS, but they mostly use inter-sentential switching. Then again, the last essential result is that Azerbaijani students do not only CS/CM to Azerbaijani, but they CS to Turkish and Russian as well. Similarly, some of the students prefer not only code switch but to use their L1 inside the classroom, because they think that using L1 makes boring topics interesting. Besides it can help to memorize the word better if they know its meaning, and simplifies a point that they want to make.

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The findings of interview results illustrates that the majority of the students attitude towards code switching is positive. However, some of the participants declared their negative view towards CS. Very few of the participants were unbiased whether it is beneficial or not. Precisely, they detailed its beneficial sides with their own outlooks that it helps them both inside and outside the classroom. They opine how CS lends them a hand when expressing, when helping friends in order to acquire everything better throughout the lesson. Moreover, they put forward an idea that using CS outside of the classroom aids them to feel comfortable when talking around people who cannot understand them. Otherwise, some participants talked about the detriments of CS. In line with them, CS prevents to improve their language skills, and declines their speech. Besides, as stated by them CS is not good in international classes for the reason that CS mostly happens between two languages. In this circumstance if students do not understand, the other language CS cannot be calculated as advantageous to all of them. In the same breath, some other students detailed their view towards both advantageous and disadvantageous sides of CS. Besides, some of the participants attitudes were contradictory such as according to P5 and P8 beneficial effects of CS is that, they can talk about their private matters with no trouble whether there are others among them or not. Contrary to this, P12, and P13 considers that it is very impolite to do CS if there are their friends or group mates from different nationalities who do not understand them. Nonetheless, it all depends on culture because as we know cultures are quite different all around the word.

Chapter 5

CONCLUSION

The present chapter consists of the results of the current study according to the research questions posed in the study. Next, some pedagogical implications of the study for code switching will be provided. Afterwards, limitations and delimitations of the study will be explained. Finally recommendations for further study will be suggested.

5.1 Discussion of Findings

The study tried to know if code switching is applied among Azeri students in EMI context in EMU. A triangulation research approach was used to answer the questions under investigation. The data was collected through questionnaires, interviews and observations with learners. The study sought answer to the following questions:

1. Do Azerbaijani students code-switch when speaking in English? If so, how often do they code switch?

2. What types of CS do they utilize?

3. What are the main reasons for code-switching?

4. What are the students' attitudes towards code switching?

5.1.1 Do Azerbaijani Students Code Switch When Speaking in English? If so, How Often Do They Code Switch?

To get findings of this research question both qualitative and quantitative analyze were used. To measure the research question1 multiple choice questions were used from section B, in order to back up the classroom observation and interview analyses.

Two classes from MA and two from BA program were observed in the faculties of Tourism, Business Administrations and Economy. The results illustrate that all Azerbaijani students do Code Switching in the classroom. Either from qualitative data or from quantitative data it was explicit they did not only employ code switching by involving their native language, Azerbaijani, but at the time they applied Russian and Turkish languages as well.

Moreover, another important finding was that, nearly all participants applied code switching unconsciously, and without being aware of what Code Switching was. Then, after reading the questionnaire items, they understood what CS is, and they employed CS in their daily life without knowing its meaning. Similarly, according to Mattson and Burenhult's, (1999) result, the speakers might switch two codes without being aware of it.

Although they tried not to change their code from TL to their L1 when directing questions to the teacher, they used Turkish elements when they did not understand the issues connected to the content of lesson. Moreover, they used Azerbaijani and Turkish elements equally when debating with their group mates. Similar result in Eldridge's (1996) study illustrated that, most of the samples in the data contained

code switched expressions from English to Turkish for explanation or showing comprehension by giving Turkish correspondence.

The findings of the current study illustrates that the learners employ CS through greeting, in the course of debating particular topics, and when asking questions. But the participating students never applied CS while presenting. Likewise, the study demonstrates that the participants mostly applied code switching while greeting with instructors. For example, almost all students willing to say: *Good morning, Hocam. (Good morning, my teacher.) or Have a good day, Hocam.*

The use of "Hocam" is not specific only for Azerbaijani students but, it is common among all over the university. In the same breath, the participants switched their code to Russian in such cases as greeting, talking with group mates from Post-Soviet countries, Ukraine or Russian. Similarly, the result by Nagy and Robertsons, (2009) demonstrates that code switching occurs while greeting, warm-ups, the procedure of task check, examination grades statement, and so on.

The frequency of exploiting Code Switching depends on the individual, situation and the settings, since; some of the learners apply it in the classroom very often, while some others used it merely out of the classroom. Reyes (2004) found out that the amount of CS might differ consistent with the receiver, the topic and the condition. Similarly, many studies mentioned that the quantity of code switching vary according to level, age, gender, and setting (classroom or natural setting) (Fantini, 1985; Reyes, 2004; Momenian & Ghafar Samar, 2011; Ataş, 2012).

It was also found out that Azerbaijani students employed CS inside the classroom in several occasions. The learners employed CS in various rates depending on their level and different proficiency in English. In other words, the frequency of code switching varied: BA students tended to code switch more than MA students. Besides, the difference between the faculties was also evident. It was found out that students from the faculty of Tourism Code switched most. The frequency of Code Switching also varied depending on the number of students from Post-Soviet space. In departments where there was a density of students from the Post-Soviet republics utterances when Russian Azeri combination frequented. Also a number of studies have displayed that CS is employed in the classrooms on dissimilar "proficiency levels" and "degrees" (Canagarajah; 1995; Sert, 2005; Gulzar, 2010; Lee, 2010; Uys, 2010; Amorim, 2012; Yatağanbaba, 2014).

5.1.2 What Types of Code Switching Do the Students Utilize?

The students used all types of switching in the class. Data analysis revealed that the majority of the students used tag switching, that is, they combined phrases or words from two languages. Moreover, they use intra sentential switching when the limit can be a sentence or clause like: *Try eleyir to speak. (Trying to speak.)*

On the other hand, the result of this study does not match with Poplack's (1980) and Koban's (2013) study, which show that intra-sentential level of code-switching is more complicated and when it concerns intra-sentential level it was employed just by the well-balanced bilinguals. Therefore, according to them more proficient bilinguals can use intra-sentential switching more than less proficient ones. But the current study found out that it is not always like that; specifically intra-sentential switching was not only used by the participants who had only higher language skill,

but it was used by less proficient ones as well. Equally, less proficient bilinguals desired to use single-word and tag switching more than others.

Similarly, the students exploited inter-sentential switching which takes place beyond the sentence. They also employed extra-sentential switching by the participants for example: *Easily forgive eliyir. (forgives easily). Let's go, let's go, öldüm acından. (.. I am starving)*

The current study demonstrates that inter-sentential switching is commonly used one. In the same way Jingxia, (2010) illustrates that the inter-sentential CS was applied more repeatedly than intra-sentential, and tag switching. However, in contrast with Jinxia, (2010) the present study found out that tag switching was applied frequently, too. Also, less proficient bilinguals desired to use single-word and tag switching more than others.

5.1.3. What are the main reasons of Azerbaijani students for code switching?

The questionnaire results of quantitative analyses exposed that the students used code switching for various reasons.

A good number of the participants confirmed that their reason for Code Switching was to express themselves well. They also shift their code when expressing their happiness, anger, sadness and so on.

According to Hymes (1977) and Grosjean (2010) code switching is not the substitute use of two or more codes. It is the intentional choice of language that express the message better than another language (target language), however the languages in question may not be in the same position.

Majority of the students were found to code switch when debating on the specific subjects of their native language, even though limited number of the participants code switch in order to call someone's attention. Moreover, a huge quantity of the students employed code switching in order to crack jokes, such as quoting from well-known people, or using the words which is funny among them. For example: *I do not understand what they are talking about, ozüm olüm.*

Likewise, from example it can be seen that, the sentence is used in inter sentential type of code switching. As Rahimi and Jafari, (2011) stated that the most frequent used type of CS is inter-sentential switching, and the participants applied it for translating, giving equals of sentence or expressions in unofficial or entertaining conditions. The result of the study also shows that the students employed code switching when they do not find an appropriate phrase in English. The sentence above also can be given as an example for the reason of code switching, for example, the phrase "ozüm olüm" does not have a proper English equivalent.

At the same time, a number of students preferred to use their native language or L1 in the classroom, claiming that using their native language makes boring topics interesting. The present study also demonstrates that the students employed L1 when they need to clarify a point that they want to make, and when they do not want to impede the flow of their communication. Participants also specified that they code switched to understand better and to talk over private issues.

This function of code switching utilized by the participants in the current study is also similar with the study by Gil (2007) that she also stated that students switch their code when they want to keep the flow of communication, to fill a linguistic gap, to

offer or ask the meaning, to clarify understanding, and to ask about grammatical rules. But, in contrast with Gil's study (2007) the participants of the current study did not ask about grammar rules because, they were students from EMI context and all of them passed English proficiency exam before starting to study there.

Moreover, the result quantitative analyze displays a new findings for literature that except their L1 participants applied code switching by using Turkish and Russian elements, as well. They shifted to Turkish, since it is very close to Azerbaijani language, as these languages are both typically and genealogically similar. Likewise, the students mostly shifted to Turkish when talking to their teacher because the majority of their teachers' were Turkish. The reason to shift Russian is that, it is a second language of some participants.

5.1.4 What Are the Students' Attitudes towards Code Switching?

The results demonstrate that most of the students' attitudes towards code switching were positive. However, a few number of participants had negative view towards code switching.

In fact, the results of current study demonstrates that many students found code switching beneficial which is used inside the class and beyond it. The students also claimed that, they applied code switching when they did not understand the topic, or the meaning of the words or expressions, only translation method could be more useful for them to comprehend better. So, code switching helps them to solve the problems about the lesson or subject. Similarly, according to Potowski's (2009) findings the learners utilize CS for translation when they see unfamiliar words or phrases. He also stated that translation method discovered both in bilingual and EFL environments. In addition, the present study revealed that, the students used

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translation method in bilingual, multilingual as well as in monolingual environments. Because, all participants in this study were bilingual or multilingual, and they employed code switching in monolingual environment unconsciously, in fact, it became a habit for them.

Moreover, it contributed to their better learning. Additionally, they were found to believe that code switching were helpful in reducing their anxiety, since they could feel comfortable when people around them do not understand what they talked about. This could happen in various settings including shopping when they tended to shift to Russian for example:*Biz biraz dusunelim, давай пойдем в другое место, здесь дорого (-let us go to another place, it is expensive here.)*

Likewise, some number of participants emphasized their beneficial approaches towards Code Switching, because they think that the most useful side of code switching is to have the opportunity of discussing their personal issues without any problem in spite of the surroundings. Similarly, Ehlich & Rehbein (1986), stated in their study that the "personal goals of the participants are always related to the purposes structurally".

On the contrary, the disadvantages of code switching were touched upon by a number of participants. They explained their belief that code switching prevents them to progress in the acquisition of the TL. Therefore, they expressed their attitude towards code switching differently. They found it unethical when there are students from different nationalities that have various languages, and they fail to understand others when someone switches to her/his L1 or the class switches to Turkish and so on.

5.2 Conclusion

The study enables to arrive at a conclusion that students employed code switching inside and outside the classroom. The study found out that code switching is employed at different rates depending on learners "level of degrees". The findings of the current study also illustrates that , the learners employed code switching through greeting, in the course of debating particular topics, and when asking questions.

The results displays that all types of code switching was used in this study, such as intra-sentential, inter-sentential (extra sentential) and tag switching. Moreover, the study illustrates that the inter-sentential code switching was applied more than others. However, tag switching was applied more frequently than intra sentential, so intra sentential switching was the less used one.

The present study shows that the students employ L1 to express their ideas well when they do not find an appropriate phrase in English, when they need to clarify a point that they want to make, and when they do not want to impede the flow of communication. Besides, the current study found out that the students applied translation method when they did not understand the meaning of the words during the lesson or during the conversation. Furthermore, the students employed code switching, not only in bilingual or monolingual environment, but also in monolingual environment. Because of the use of two or three languages in their daily lives, they do code switch unconsciously.

However, compared with other studies, is this study the participants employed code switching more than two languages. Except their mother tongue they code switched

to Russian and Turkish. Because of being multilingual they switched to Russian and because of living in Turkish environment and they code switched to Turkish.

5.3 Pedagogical Implications

The current study revealed Azerbaijani learners' reasons for code switching and different approaches towards it, in EMU context. A number of pedagogical implications could get from present study. Firstly, to comprehend the phenomenon of code switching might benefit them to recognize their correct influence on the attitudes towards code switching in the classroom. L1 should be used in case of emergency in EMI context, while TL ought to be employed if there is no need to L1.

1. CS can help the learners to "comprehend better" and to "express better"

2. CS should be used in the classroom because it helps the learners to escape form misinterpretation

3. Students' switching to their L1 or to their L2 can motivate and encourage the class with pleasant enjoyment and can draw the attention of other students to the topic of the lesson.

4. CS should not be prohibited in EMI context, because the use of CS in the classroom makes the learners to feel comfortable.

5. CS can be helpful to make communication easier between student and the teacher

6. L1 should be sometimes used for the reason that it helps to memorize well and shed light on a point that students want to make.

7. Code switching should not be employed around other nationalities who do not understand another code rather than TL, because it is not respectful, and it cannot be beneficial for the students who do not understand it.

5.4 Limitations

There are some limitations, can be described in the current study. Firstly, it did not explore the reason, and attitudes towards CS in the perspective of teachers. Because of the lack of the Azerbaijani teachers in EMU the study investigate the reasons and attitudes towards CS in the perspective of teachers.

Secondly, the correlation between genders such as males and females was not investigated in the current survey. The selection of gender variances are not balanced because of a smaller amount Azerbaijani female students in EMU, in Cyprus.

5.5 Recommendation for Further Research

The repetition of a study as this is recommended but with different aims, such as: why and how teachers CS in the context of Azerbaijan and to inquire their attitudes towards CS. The approaches of teachers to CS can be beneficial for the further study. Furthermore, the selection of gender variances, like males and females can be investigated in future study, and the correlation between genders can be measured.

Conclusively, in order to find out if the result will be the same in a different context, it might be interesting to investigate Azerbaijani participants in different contexts for example, it can be in English language speaking environment like England, USA, Canada, or Australia.

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APPENDICES

Appendix A: Consent Form

Dear participant,

The purpose of this study is to explore the reasons for and the attitudes of native speakers of Azerbaijani language towards Code Switching in EMU classroom context in Cyprus. Moreover, there had been studies performed on the same topic with different participants and aims, and in the same context, but there is not any study about Code Switching between English and Azerbaijani language. Consequently, this survey investigates what types of Code Switching is used in a classroom context by Azerbaijani students, and in what languages they usually do Code Switching besides Azerbaijani language. In this way, data collection procedure includes filling out questionnaire and accompanying semi-structured interview. The research questionnaire was adopted from Machaal's (2012) study on the purposes of code switching, from Amna Naveed's (2014) research on the function of University students attitudes towards code switching and Al-Nofaie's (2010) research on the role of students' first language in class. Very few inconsequential adaptations were made, in order to make the questionnaire equivalent with the context of the contemporary research. Besides, in order to clarify why and how Azerbaijani students do Code Switching during the lesson, some classrooms will be observed by the researcher. Thus, you are kindly requested to participate in this survey, and the researcher would like to collect data with your help by asking you to fill questionnaire and answer the interview questions. Your participation in this research will not be commanded more than 30 minutes. Your responses will be kept confidential. All of the information including the recordings will only be used for scientific purposes. Therefore, the

recordings will only be accessible to the researcher and her supervisor. The participation in this research is voluntary.

 If you have any questions, please do not hesitate to contact the researcher through the following email: ruby_2@mail.ru, ulviaimanova1@gmail.com

I have read and understood the procedure described above. Therefore, I agree to participate in this study.

Name Surname_____

Date: _____

Signature: _____

Appendix B: Permission Letter

<p align="right">11 May, 2016</p>

To: Assoc. Prof. Dr. J. Shibliyev,

        ELT Department, Chair

From: (St. N: 135926) Ulvia Imanova

Dear Assoc. Prof. Dr. Javanshir Shibliyev:

 I am an MA student of ELT department at Eastern Mediterranean University, and I am in the process of writing my Master's Thesis. This study is about to discover the reason and attitudes of code switching of Azerbaijani students in EMU context.

I am writing to request permission to conduct my research study at faculty of Tourism, Business Administration and Economical departments. Data collection procedure includes filling out questionnaire and accompanying semi-structured interview. Besides, I would like to observe the classrooms in order to clarify why and how Azerbaijani students do Code Switching during the lesson. Therefore, I would like to request permission for data collection in this faculties and your approval will be greatly appreciated. Thank you in advance for your help and cooperation.

 Best Regards,

 Ulvia Imanova

Attachments:

Student questionnaire

Student interview question

Observation checklist

Appendix C: Questionnaire Items

Section A: Background information

Instructions: Please fill in the blanks or specify your response by putting a tick (√) where necessary

1. Gender :   □ Male   □ Female

2. Age: _____

3. Native language: _____

4. The level of education: □ BA   □MA   □ PhD

5. What is your main subject (field) of study and what language do you use?

   _____

6. What languages do you speak other than your native language?

   _____

7. How long have you learned English?

   _____

8. Department: _____

Brief information about **Code Switching/Code Mixing**

Code Switching (CS) is the shift (=change) of two (or more) languages in the same conversation. Poplack (1980)

- "If you have time, meni gozle."
- "I am trying not to memorize anything, cunki you know, I am forgetting all during the exam."
- "I do not understand what they are talking about, ozum olum."
- "Now we will talk about the difference between Past simple and Present Perfect. Bilirsiz Present Perfect ne demekdir?

Section B: For the next several questions please circle the answers.

1. Do you think Code Switching/Code Mixing indicates the speaker's language proficiency level?

    a) Yes   b) No

2. Do you code switch unconsciously, and if yes how often?

    a) very often   c) usually   d) sometimes   e) never

3. When talking which units do you code switch?

    a) A whole sentence
    b) A clause
    c) A complete phrase
    d) Just a few words

4. What is your attitude towards Code Switching/Code Mixing?

    a) Positive   b) Negative   c) Neutral

Section C: Part 1

No	Students(I) code switch/ code mix	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	to discuss personal issues					
2	to avoid misunderstanding					
3	to make others not understand what they are talking about					
4	to call other people's attention					
5	to quote something said by others					
6	to express loyalty to their culture					
7	to create a sense of belongings					
8	to convince others					
9	to discuss topics which can be more appropriate in Azeri					
10	to make lessons more enjoyable					
11	to crack jokes					
12	to express themselves easily					
13	to express personal emotions (anger, sadness, happiness, etc.)					
14	because they (I) feel comfortable in using more than one language when speaking					
15	because it helps to explain difficult concepts					
16	because it helps make learning English easier					
17	because it helps carry out tasks easily					
18	because it decreases their (my) anxiety while speaking					
19	because it is hard to find proper English equivalents					

20	because there are no similar words in English					
21	I mostly do code switching to Russian because it is my second language					
22	I do code switching to Turkish because teachers are Turkish					
23	I do code switching to Turkish because it is very similar to my language.					

Part2

	Use of my L1	Strongly agree	Agree	Neutral	Strongly disagree	disagree
24	enables me to express ideas that cannot explain in English.					
25	makes communication between the teacher and student easy.					
26	helps in memorizing the (questions) words					
27	helps in the flow of communication					
28	clarifies a point that a speaker wants to make					
29	makes boring topics very interesting					
30	Manifests (establishes) skills in both languages					

Do you do code switching/ code mixing for other reasons? If yes please specify. Thank you.☺

Appendix D: Observation Checklist

Name_____   Date & time_____

Class Observed _____   Department_____

Questions	Yes	No	Not observed	Explanation

Appendix E: Semi-Structured Interview Questions

1. Do you know what code switching/code mixing is?

2. What is your attitude about using code switching in the classroom?

3. Is code switching beneficial?

4. What do you think about mixing two or more languages? What languages do you use when code switching?

Appendix F: Results of Student Questionnaire

	SD	D	US	A	SA	Mean	SD-σ
C1	4%	9%	17%	47%	24%	2.23	1.04
C2	12%	-	21%	51%	17%	2.28	0.88
C3	3%	17%	14%	44%	23%	2.34	1.09
C4	14%	34%	23%	20%	10%	3.22	1.21
C5	1%	22%	28%	41%	9%	2.65	0.95
C6	2%	16%	33%	33%	17%	2.53	1.02
C7	3%	14%	45%	34%	5%	2.76	0.86
C8	5%	20%	24%	43%	9%	2.69	1.05
C9	9%	4%	26%	42%	20%	2.40	1.12
C10	3%	22%	29%	35%	12%	2.69	1.04
C11	4%	6%	14%	50%	27%	2.11	0.99
C12	2%	7%	22%	42%	28%	2.13	0.97
C13	5%	5%	17%	47%	27%	2.15	1.03
C14	2%	10%	20%	48%	21%	2.25	0.96
C15	3%	9%	18%	46%	25%	2.19	1.01
C16	5%	14%	22%	41%	19%	2.46	1.10
C17	1%	13%	25%	47%	15%	2.39	0.93
C18	2%	27%	31%	27%	14%	2.76	1.06
C19	6%	14%	23%	41%	17%	2.51	1.11
C20	4%	19%	28%	32%	18%	2.59	1.11
C21	18%	22%	10%	24%	27%	2.80	1.49
C22	6%	13%	17%	42%	23%	2.38	1.15
C23	4%	10%	15%	43%	29%	2.18	1.08
P2C24	4%	2%	19%	52%	24%	2.11	0.93
P2C25	6%	5%	24%	44%	22%	2.30	1.05
P2C26	3%	6%	17%	44%	31%	2.07	0.99
P2C27	5%	3%	22%	48%	23%	2.19	0.99
P2C28	8%	7%	25%	41%	20%	2.43	1.13
P2C29	5%	10%	33%	37%	16%	2.51	1.04
P2C30	15%	9%	23%	36%	18%	2.67	1.29