The Effects of Code-Switching on Language Learning

Shahla Simin¹, Fereshteh Teimouri², Hosna Kasmaee³, and Sima Rezaei⁴

¹: English Department, University of Isfahan, Isfahan, Iran
shahlasimin@yahoo.com

²: English Department, University of Isfahan, Isfahan, Iran
teimouri.fereshteh@yahoo.com

³: English Department, University of Isfahan, Isfahan, Iran
hosnakasmaee@gmail.com

⁴: English Department, University of Isfahan, Isfahan, Iran
simarezaei91@gmail.com

Code-switching is defined as the practice of selecting or altering linguistic elements so as to contextualize talk in interaction (Nilep, 2006). The main purpose of this study is to investigate and closely examine the role and the effects of code-switching on material learning in a classroom context and also students' attitudes towards this linguistic phenomenon. For this purpose, the students’ notes, which were taken from the teachers’ speech, were studied and then their written notes were analyzed qualitatively with a focus on code-switching. Then, the questionnaire was distributed among participants to investigate their attitudes. According to the quantitative and qualitative data analysis obtained from the questionnaire—distributed among 60 participants—and the interview, code-switching during delivering materials was completely helpful to the students' learning and also it helped them to remember better for their exams.