

**The Practise of Code-Switching in English Foreign Language
Instruction by Iraqi and Iranian EFL University Lecturers
(A Comparative Study)**

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(A Comparative Study)**

Lecturer: Taqwa Rashid Juma'a
General Directorate of Education/ Najaf / Iraq
E-mail: taqwaa_1988@gmail.com

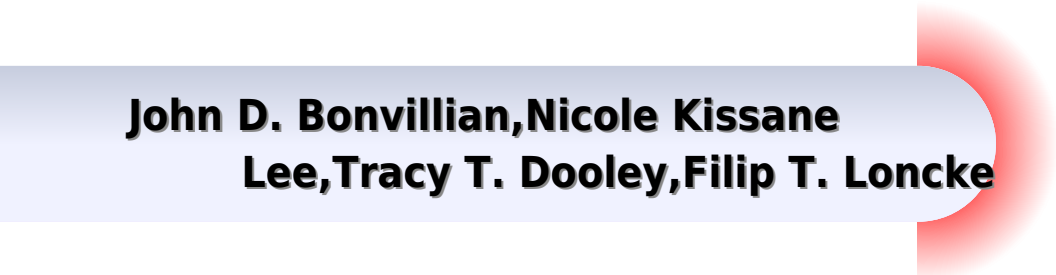
Abstract:

Bilingual cultures use code-switching to improve communication clarity. Accordingly, university lecturers and learners use code-switching daily in English classes. Thus, this paper examines the situations, reasons, advantages, and disadvantages of code-switching as a foreign language teaching method by Iraqi and Iranian university EFL lecturers and how much students prefer it in different classroom situations. This is achieved via two sorts of questionnaires designed as Google forms; one of them was sent to 12 Iraqi and Iranian EFL university lecturers who teach English as EFL instruction. The second sort of questionnaire was sent to 30 undergraduate students (second stage) as native speakers of Iraqi-Arabic and Persian from Tehran and Kufa universities. The data obtained from questioners' responses of EFL lecturers as well as those of students are analyzed qualitatively and quantitatively, respectively, to make a comparison between the use of code-switching in two countries. The finding of this study indicates that Iraqi teachers and students coded more than Iranians. However, both groups agreed that code-switching is increasing learners' grasp of complicated instructions, confusing explanations, difficult and abstract language, and inner-classroom instructions on particular topics. Moreover, almost all teachers agree that code-switching is advantageous because it saves time and helps students who need to improve their language understanding. On the other hand, CS has the drawback of having a negative impact on their future performance. EFL students who speak their mother tongue in class feel more comfortable since their first language is better than their second. Code-switching helps EFL students organize, improve, and deepen their target language speech. Finally, it is indicated that teachers and students agreed that utilizing the native language in restricted instances is advantageous in an English classroom. The research ends with some recommendations for further research.

Key words: code-switching, EFL teaching, university lecturers, students' preferences.

Realizing The Potential Of Foreign Language Instruction

**John D. Bonvillian, Nicole Kissane
Lee, Tracy T. Dooley, Filip T. Loncke**



Realizing The Potential Of Foreign Language Instruction:

Georgetown University Round Table on Languages and Linguistics (GURT) 1991: Linguistics and Language Pedagogy James E. Alatis, 1992-04-01 *International Conference on Smart Environment and Green Technologies - ICSEGT2024* Fahreddin Sadikoglu Mammadov, Rafik A. Aliev, Janusz Kacprzyk, Witold Pedrycz, 2025-01-04 This book compiles state of the art studies and real world applications in ecosystems and smart environments It covers important subjects like creating a sustainable economy green and renewable energy and IoT powered industrial and agricultural systems Along with providing insights into theory modelling and the deployment of smart cities and infrastructure the book also examines the use of AI in the earth and environmental sciences and economy The book is intended to be a priceless tool for scholars professionals and recent graduates It acts as a manual and source of inspiration for promoting environmentally friendly technologies and sustainable solutions It opens the door for creating intelligent systems that maximise resource use reduce carbon footprints and enhance general quality of life by incorporating the most recent technological developments **Resources in Education**, 2000-10 *EBOOK: Learning Teaching from Teachers: Realising the Potential of School-Based Teacher Education* Hazel Hagger, Donald McIntyre, 2006-10-16 The impressive strengths of this book are its breadth of scope the depth of its grounding in the real life of schools its clarity of structure and argument and its far reaching suggestions for reforming school based teacher education The book also demonstrates in every chapter the authors unwavering though not uncritical regard for the profession of teaching Lesley Saunders Professional Development Today The move to school based initial teacher education has opened up exciting opportunities for student teachers to learn from practising teachers expertise However making the most of these opportunities is not straightforward since much of that expertise is embedded in practice and rarely articulated The book Brings together a wide range of research on teachers expertise and beginning teachers learning Reports a research project on helping student teachers to gain access to experienced teachers expertise Considers the wider implications of that research for the development of school based initial teacher education Explores how school based initial teacher education can be improved if it is professionally planned in an informed and well thought out way Shows how curricula can be developed to help student teachers learn from experienced teachers and from everyday life in schools Makes suggestions for initiatives to improve school based initial teacher education Examines the conditions that are necessary for school based initial teacher education to realize its full potential Learning Teaching from Teachers is a key text for all teacher educators including school based mentors It is also important reading for teachers involved in Masters courses in mentoring and teacher education *International Perspectives on Foreign Language Teaching* Gerard L. Ervin, 1991

PISA Untapped Skills Realising the Potential of Immigrant Students OECD, 2012-07-16 This book provides an overview of the evidence emerging from PISA 2009 on the performance and socio economic background of children of immigrants their performance in school the effects of age at arrival and impacts of migration policies **Handbook of**

Heritage, Community, and Native American Languages in the United States Terrence G. Wiley, Joy Kreeft Peyton, Donna Christian, Sarah Catherine K. Moore, Na Liu, 2014-01-03 Co published by the Center for Applied Linguistics

Timely and comprehensive this state of the art overview of major issues related to heritage community and Native American languages in the United States based on the work of noted authorities draws from a variety of perspectives the speakers use of the languages in the home community and wider society patterns of acquisition retention loss and revitalization of the languages and specific education efforts devoted to developing stronger connections with and proficiency in them Contributions on language use programs and instruction and policy focus on issues that are applicable to many heritage language contexts Offering a foundational perspective for serious students of heritage community and Native American languages as they are learned in the classroom transmitted across generations in families and used in communities the volume provides background on the history and current status of many languages in the linguistic mosaic of U S society and stresses the importance of drawing on these languages as societal community and individual resources while also noting their strategic importance within the context of globalization

Handbook of Research on Effective Electronic Gaming in Education Ferdig, Richard E., 2008-07-31 This book presents a framework for understanding games for educational purposes while providing a broader sense of current related research This creative and advanced title is a must have for those interested in expanding their knowledge of this exciting field of electronic gaming Provided by publisher

Sharing Less Commonly Taught Languages in Higher Education Emily Heidrich Uebel, Angelika Kraemer, Luca Giupponi, 2023-12-22 This edited volume highlights how institutions programs and less commonly taught language LCTL instructors can collaborate and think across institutional boundaries bringing together voices representing different approaches to LCTL sharing to highlight affordances and challenges across institutions in this collection of essays Sharing Less Commonly Taught Languages in Higher Education showcases how innovation and reform can make LCTL programs and courses more attractive to students whose interests and needs might be overlooked in traditional language programs The volume focuses on how institutions programs and LCTL instructors can work together collaborating and thinking across institutional boundaries to explore innovative solutions for offering a wider range of languages and levels With challenges including instructor isolation difficulty in offering advanced courses or sustaining course sequences and minimal availability of pedagogical materials compared to commonly taught languages to overcome this collection is a vital resource for language educators and language program administrators The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivative Licence CC BY NC ND 4 0 license

Simplified Signs: A Manual Sign-Communication System for Special Populations, Volume 1. John D. Bonvillian, Nicole Kissane Lee, Tracy T. Dooley, Filip T. Loncke, 2020-07-30 Simplified Signs presents a system of manual sign communication intended for special populations who have had limited success mastering spoken or full sign languages It is

the culmination of over twenty years of research and development by the authors The Simplified Sign System has been developed and tested for ease of sign comprehension memorization and formation by limiting the complexity of the motor skills required to form each sign and by ensuring that each sign visually resembles the meaning it conveys Volume 1 outlines the research underpinning and informing the project and places the Simplified Sign System in a wider context of sign usage historically and by different populations Volume 2 presents the lexicon of signs totalling approximately 1000 signs each with a clear illustration and a written description of how the sign is formed as well as a memory aid that connects the sign visually to the meaning that it conveys While the Simplified Sign System originally was developed to meet the needs of persons with intellectual disabilities cerebral palsy autism or aphasia it may also assist the communication needs of a wider audience such as healthcare professionals aid workers military personnel travellers or parents and children who have not yet mastered spoken language The system also has been shown to enhance learning for individuals studying a foreign language Lucid and comprehensive this work constitutes a valuable resource that will enhance the communicative interactions of many different people and will be of great interest to researchers and educators alike

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