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## INTRODUCTION

**Actuality of research.** In today's globalized world, English as a Foreign Language (EFL) education holds significant importance. In this context, EFL education in Azerbaijan is a notable issue, especially in terms of the practice of code-switching. Code-switching refers to individuals switching from one language to another and the effects of this process on communication. In EFL classrooms, this practice is an important factor that can affect students' language skills development and learning processes.

In a globalizing world, language learning and teaching are constantly evolving and presenting new challenges to educators. In multilingual and multicultural societies such as Azerbaijan, the dynamics of English as a Foreign Language (EFL) education are particularly important. Here, the role of code-switching is a critical factor in language learning processes that needs to be examined in depth.

Yet, there is a lack of sufficient information regarding the effects and use of code-switching, particularly in unique socio-cultural and educational contexts like Azerbaijan. This gap underscores the importance of this research from both academic and practical perspectives

This research aims to examine the use and effects of code-switching in EFL classrooms in Azerbaijan and the effects of this practice on teachers and students. The focus of the research is on what role code-switching plays in education and the contributions of this practice to the language learning process.

The research aims to fill the knowledge gap in this field by examining in detail how code-switching occurs in EFL classrooms in Azerbaijan, how it is reflected in teacher and student attitudes, and its effects on the learning process. The results will provide valuable insights to EFL teachers, language policy makers, and educational researchers to develop more effective teaching strategies in multilingual educational environments.

Azerbaijan has a unique situation, especially in the context of language policies and multilingual education. This is happening due to its long existence within the Soviet Union. This provides an excellent framework for understanding the use of code-switching in EFL classrooms and the effects of this practice on student achievement. This study will address both theoretical and practical aspects of code-switching and aims to provide guidance to EFL educators in Azerbaijan.

This study aims to make significant contributions to the future of EFL education in Azerbaijan and other countries with similar socio-cultural structure, while also providing a broad perspective to understand the broad effects of code-switching on language teaching and learning.

**The object and subject of the research.** The object of this study is code-switching practices that occur in English as a Foreign Language (EFL) classrooms in Azerbaijan. The research examines students' and teachers' language use, particularly the transitions that occur between English and local languages. This covers the role and impact of code-switching in language learning processes, teaching methodologies, and classroom interactions. The aim of the research is to understand the characteristics, frequency, causes and consequences of these code-switching practices.

The subject of the research is EFL teachers and students in Azerbaijan. These people are the main actors through whom code-switching occurs and can be observed. Teachers' code-switching strategies, the effects of this practice on student learning, and students' responses to code-switching are central to the research. The research aims to examine in detail the approaches and perceptions of this subject group to code-switching and the effects of this practice on the learning process.

**The goals and objectives of the research.** The main purpose of this study is to comprehensively examine the use and effects of code-switching in English as a Foreign Language (EFL) classrooms in Azerbaijan. The research aims to contribute to language teaching strategies by evaluating the impact of this practice on teaching and learning processes, the attitudes and perceptions of teachers and students on this subject.

### **Goals of the Research**

**Definition and Use of Code-Switching:** To describe how code-switching occurs in EFL classrooms in Azerbaijan and to identify the frequency and contexts of this practice.

**Impact Analysis:** Analyzing the effects of code-switching on student engagement, development of language skills, and motivation to learn.

**Teacher and Student Perspectives:** Examining teachers' and students' attitudes and perceptions towards code-switching and their strategies for using this practice.

**Educational Strategies and Policy Recommendations:** Using the findings, to offer strategy and policy recommendations to optimize code-switching in EFL teaching.

Examining Cultural and Social Dynamics: Evaluating the role and impact of code-switching in the cultural and social context of Azerbaijan.

Research questions:

1. What are the patterns and frequencies of code-switching in EFL classrooms?
2. What are the functions of code-switching?
3. What are the perceptions of Azerbaijani teachers and students about code-switching?

**Research methods.** For an investigation of code-switching in Azerbaijani EFL (English as a Foreign Language) classrooms using a mixed-methods approach, the methodology section of the thesis should be structured to detail both the quantitative and qualitative components of the study. This approach allows for a comprehensive understanding of the phenomena, combining statistical analysis with in-depth insights into participants' experiences and perceptions.

This study adopts a mixed-methods approach to investigate code-switching in Azerbaijani EFL classrooms, aiming to explore both the frequency and reasons behind code-switching practices and their impact on language learning. The mixed-methods design integrates quantitative data collection and analysis with qualitative insights, providing a multifaceted understanding of code-switching. This methodology section outlines the research design, participants, data collection methods, and analysis procedures.

The research employs a concurrent triangulation design, where quantitative and qualitative data are collected simultaneously but analyzed independently. This design allows for cross-validation and complementarity of findings. The quantitative component will involve a survey to assess the frequency and contexts of code-switching, while the qualitative component will consist of classroom observations and semi-structured interviews with teachers and students to explore their perceptions and motivations regarding code-switching.

The study will involve EFL teachers and students from various high schools and universities in Azerbaijan. A purposive sampling technique will be used to select participants who have experienced code-switching in EFL classrooms.

Descriptive statistics will be used to analyze the questionnaire responses, providing an overview of the prevalence and patterns of code-switching. Inferential statistics may also be employed to examine relationships between code-switching practices and variables such as language proficiency level and students' attitudes. Thematic analysis will be applied to the data from classroom observations and interviews. This will involve coding the data to identify

recurring themes related to the motivations for code-switching, its pedagogical implications, and participants' attitudes towards it. The analysis will seek to uncover underlying patterns and insights that can explain the quantitative findings.

**The main clauses that are defended.** This study argues that code-switching in EFL classrooms in Azerbaijan positively affects students' language learning process. It is hypothesized that code-switching plays a supporting role in understanding new language structures and improving language skills.

Research suggests that teachers and students generally view code-switching positively and see it as an effective learning tool. It is argued that these attitudes have positive effects on classroom interaction and the learning environment.

This study argues that code-switching has an important place in EFL education strategies in Azerbaijan. It is argued that the conscious and strategic use of code-switching in teaching methodologies facilitates language learning and increases student motivation.

The research indicates that code-switching is more than just a learning tool, it is a feature that reflects the cultural and sociolinguistic structure of Azerbaijan. It is argued that this practice demonstrates interactions between language and cultural identity and is seen as a natural part of multilingualism.

**The novelty of the study.** The unique value of the study is highlighted by its focus on the use and effects of code-switching practices, particularly in English as a Foreign Language (EFL) classrooms in Azerbaijan. This study aims to fill knowledge gaps in this area and offers insights to develop more effective teaching strategies in multilingual educational environments. It also provides practical strategies and methods for EFL teachers in Azerbaijan, directly contributing to them improving their lesson planning and teaching techniques. Research results may be important in developing policies appropriate for multilingual and culturally diverse classroom environments by providing valuable information for education policy makers to improve language teaching programs and policies. This study provides applicable insights and guidance in Azerbaijan and other contexts with similar socio-cultural structure

**Theoretical and practical significance of the research.** This study contributes to the linguistic and sociolinguistic dimensions of the code-switching phenomenon. The research broadens and deepens the theoretical framework of code-switching, particularly in the context of multilingualism and second language learning. The study offers new perspectives on theories of EFL teaching and learning, especially in contexts with unique socio-cultural structures such as Azerbaijan. It contributes to the development of language teaching methodology by

examining the effects of code-switching on language learning. The research provides new insights into language use and cultural interactions in multilingual societies, thus helping to understand language policy and educational practices in broader contexts.

This study provides practical strategies and methods for the effective use of code-switching for EFL teachers in Azerbaijan. This can directly contribute to improving lesson planning and teaching techniques. Research results can provide valuable information to educational policy makers for the development of language teaching programs and policies. This is especially important in developing policies appropriate to multilingual and culturally diverse classroom environments. The study provides insights into how code-switching can be used to increase student engagement and motivation. This can make the language learning process of students more effective and enjoyable.

The findings of the study provide valuable insights for EFL teachers, language educators and researchers. This can be used in teacher training programs and academic studies on language learning. The study increases educators' and policymakers' awareness of the interaction of different languages and cultures. This can help them develop more effective strategies for cultural sensitivity and multilingualism.

These theoretical and practical significances indicate that the study will make valuable contributions not only to academic circles, but also to EFL teaching practice and language policy development processes. The research provides insights and guidelines applicable in EFL classrooms in Azerbaijan as well as in other contexts with similar socio-cultural structure.

**The structure of the dissertation.** In the introduction section, the subject and importance of the research are explained. The aims, objectives and scope of the research are stated. This introduces the reader to the basis and main objectives of the study, as well as highlighting why the research is important in this field.

The Literature Review section provides a detailed review of relevant literature and previous research. The theoretical background of code-switching and current knowledge on code-switching in EFL teaching are discussed in this section. This establishes the theoretical framework of the study and shows how the research will contribute to the literature.

Research design, data collection methods and data analysis techniques are explained in the Research Methodology section. This methodological approach describes how the research is conducted and how the resulting data is analyzed.



## CHAPTER I. LITERATURE REVIEW

### 1.1.Code- Switching: Definition and Overview

"Code- Switching" refers to the practice of alternating between two or more languages or varieties of language in conversation. It is commonly observed in multilingual environments where speakers are fluent in more than one language. This phenomenon is not just limited to language switching mid-conversation; it can also involve switching between dialects, registers, or even cultural references and contextual cues (Şəfiyeva, F. E, 2021).

Code switching is the process by which individuals switch from one language to another, and this process can occur for different reasons and functions in various social contexts. Individuals may use a second language, especially when their ability to express in one language is limited; This is a phenomenon frequently seen in multilingual environments (Poplack, 1980). Additionally, individuals may code-switch to reinforce group identity or show solidarity with a community (Myers-Scotton, 1993). In the field of sociology, Myers-Scotton's Salience Model (Myers-Scotton, 1993) and Giles' Communication Adaptation Theory (Giles, 1973) are important theories used to explain the reasons for code switching within social dynamics. In the field of linguistics, Poplack's constraint model (Poplack, 1980) and MacSwan's unconstrained theory (MacSwan,1999) are noteworthy.

Although the history of "Code- Switching" is as old as the existence of multilingual societies, academic study of this phenomenon dates back to the mid-20th century. Code-switching is considered an important topic in the fields of linguistics, sociolinguistics, and psycholinguistics, and the origins of this phenomenon have been studied to understand people's interactions between language, identity, and culture. Code-switching first emerged in sociolinguistic studies, particularly research on multilingual societies. During this period, the focus was on the social and cultural contexts of code-switching.

According to Myers-Scotton (Myers-Scotton, 1993), research on code-switching shows how this phenomenon evolves over time. Originally, code-switching was mostly studied as a linguistic phenomenon and was seen as an indicator of individuals' language abilities. However, over time, researchers have also begun to explore the social and cultural dimensions of code-switching. This revealed that code-switching is not only related to language skills, but also to how individuals interact with their social identities, group memberships, and social situations.

As Myers-Scotton (Myers-Scotton, 1993) said, the study of code-switching has undergone significant evolution since the 1970s and 1980s, when linguists and sociolinguists

first began to explore its linguistic structures and social functions in depth. This period marked the development of theoretical models and frameworks aimed at understanding code-switching, highlighting its complexity and its role in bilingual communication. These foundational works laid the groundwork for future research by demonstrating that code-switching was not merely random or indicative of linguistic deficiency, but rather a sophisticated linguistic strategy employed by bilingual speakers.

According to Auer, (Auer, 1995) into the 1990s and beyond, the study of code-switching expanded beyond purely linguistic analysis to encompass social, psychological, and educational perspectives. Researchers began to investigate the motivations behind code-switching, including identity expression, social belonging, and communicative efficiency (Zentella, 1997). This period underscored the importance of context in code-switching practices, revealing how individuals use language to navigate social landscapes and cultural norms.

The advent of globalization and technological advances in the 21st century has made code-switching more visible in digital communications, social media, and global media content. Researchers are now examining how digital platforms facilitate new forms of code-switching and linguistic hybridity, enabling individuals to connect across cultural and linguistic boundaries (Androutsopoulos, 2013). In education Garcia (2009) said that, the debate over the role of code-switching in language learning has intensified, with many advocating for its inclusion in bilingual education as a tool to leverage students' linguistic resources.

The digital age has brought with it a paradigm shift in the perception of code-switching. Once viewed as a deficiency, it is now considered an indicator of linguistic proficiency and a strategic skill among multilingual individuals (Sebba, 2012). This shift reflects a broader understanding of multilingualism as a norm rather than an exception, particularly in multilingual societies where code-switching plays a crucial role in daily communication.

The effects of code-switching on language policies and planning are being scrutinized more closely, especially in educational and national language policies. This attention stems from an acknowledgment of the role code-switching plays in reflecting and shaping linguistic identities and practices in multilingual societies (Hornberger & Link, 2012). As a global phenomenon, code-switching challenges traditional notions of language purity and promotes a more inclusive approach to language use and policy.

Code-switching has many advantages, especially in multilingual societies and between individuals. These advantages manifest themselves in a variety of areas, such as

communication, cultural interaction, education, and the development of cognitive skills. Speakers can use the language of their listeners to increase mutual understanding. This enables effective communication, especially between individuals who speak different languages. By using a common language or dialect, it creates a social bond between speakers and strengthens solidarity within the group. Sometimes a particular language can convey emotions or cultural expressions better. Code-switching allows speakers to express their emotions more effectively.

Students can learn more effectively by integrating information from their native language with new concepts learned in the second language. Teachers may code-switch to increase students' levels of understanding, thus making course materials more accessible. Individuals who code-switch regularly improve the ability to switch between language skills and overall cognitive flexibility. Code-switching has been shown to encourage creative thinking and contribute to the expansion of language skills.

Code-switching individuals are often more sensitive to different cultural backgrounds, providing an advantage in intercultural communication. Code-switching allows individuals to express their multiple cultural identities. For individuals working in multilingual environments, code-switching can facilitate effective communication and teamwork in the workplace. The ability to code switch provides access to a wider communication network in a globalizing world and provides an advantage in international relations.

### **1.1.1. Functions and Reasons for Code- Switching**

Code-switching, as extensively analyzed in the fields of linguistics and sociolinguistics, serves various functions that are deeply embedded in social, psychological, and cognitive factors influencing individuals and groups in their language use. The act of code-switching is not merely a linguistic phenomenon but is closely intertwined with the intricacies of social identity, cultural expression, and individual psychological states.

According Gumperz (Gumperz, 1982) code-switching plays a crucial role in the expression of social identity and group belonging. Individuals may switch codes to align themselves with a particular group, signaling their membership and solidarity with that group's cultural or ethnic background. This function of code-switching underscores the inherent link between language use and social affiliation. For instance, speakers might adopt a language or dialect that is deemed prestigious within a certain community to assert their social status or role, especially in contexts that transition from formal to informal settings.

Pavlenk (Pavlenk, 2005) cited that the choice of language can significantly affect the emotional tone and nuances of communication. Code-switching enables speakers to convey

their emotions more precisely, leveraging the distinct emotional resonances associated with different languages. Additionally, in situations of ambiguity, code-switching serves as a strategic tool to clarify or emphasize a point, ensuring that the intended message is accurately understood.

From a cognitive perspective, code-switching enhances linguistic flexibility and the ability to navigate between different language systems. This bilingual practice is associated with improved skills in language switching and may facilitate cognitive development in children by exposing them to multiple linguistic structures and vocabularies (Bialystok, 2001). In educational settings, teachers' code-switching between their native language and the language of instruction can be a powerful pedagogical tool, aiding students' comprehension and learning processes (Yao, M., 2011).

The advent of globalization and digital communication has amplified the significance of code-switching in online interactions. Code-switching facilitates communication between individuals from diverse cultural and linguistic backgrounds, enhancing intercultural understanding and connectivity. In the realm of media and entertainment, code-switching is increasingly employed to cater to intercultural or multilingual audiences, enriching content with layers of cultural and linguistic diversity (Androutsopoulos, 2013).

From a communicative perspective, code-switching is a tool that speakers use to increase meaning and clarity. Speakers may switch to different language to better understand their audience or to reinforce a point they want to emphasize. Additionally, in some cases, a particular word or expression in one language may not have an exact equivalent in another; In such cases, code-switching may become necessary for communication (Van Lier, L., 1995).

One of the primary functions of code-switching is indeed to facilitate communication by enabling speakers to express themselves more effectively and precisely. This linguistic phenomenon occurs when bilingual or multilingual speakers alternate between two or more languages or dialects within a single conversation or even within a single sentence. Gumperz (Gumperz, 1982) introduced the concept of "conversational code-switching" to describe how bilingual individuals switch languages for pragmatic reasons, such as to provide clarification, specify a point, or address different audiences. Similarly, Poplack (Poplack, 1980) suggested that code-switching often occurs at points in the conversation where the juxtaposition of two languages serves to fill lexical or grammatical gaps.

Beyond its communicative utility, code-switching also serves important social functions. It can signal group membership, identity, and solidarity, or differentiate in-group

from out-group members (Myers-Scotton, 1993). Auer (1995) expanded on this by discussing how code-switching can indicate shifts in social roles and relationships within a conversation, acting as a method of negotiating and displaying identities.

From a psychological perspective, code-switching is associated with the expression of emotion and the conveyance of affective states. Pavlenko (Pavlenko, 2005) argued that bilingual speakers might prefer to use a specific language to express certain emotions because of the cultural and emotional connotations associated with that language. This emotional resonance theory suggests that code-switching allows individuals to navigate their emotional landscapes more effectively.

Emotional reasons are also an important part of code-switching. Different languages can carry different emotional loads and meanings. For example, a person may use their native language when speaking to family or close friends because it creates a deeper sense of emotional connection. Additionally, some situations or memories may be remembered more strongly in a particular language, leading to the use of that language as an emotional preference (Schweers, Jr. W., 1999).

Pragmatic and strategic reasons for code-switching involve speakers consciously switching between languages for a specific purpose. For example, when having a private or confidential conversation, speakers may switch to language that only certain listeners can understand. Code-switching can also be used for strategic purposes such as persuasion or influence.

The advent of digital communication and globalization has introduced new contexts and platforms for code-switching. Androutsopoulos (Androutsopoulos, 2013) examined code-switching in online environments, noting that digital communication technologies facilitate innovative forms of multilingual interaction, which can transcend traditional geographical and social boundaries. This underscores the adaptive nature of code-switching in response to changing communicative landscapes.

Finally, reasons related to technology and globalization have made the use of code-switching more widespread in today's world. In digital environments, social media and online communication, people frequently code-switch when interacting with people from different linguistic backgrounds. Moreover, in the globalizing world, when communicating with people from different cultural and linguistic backgrounds, code-switching facilitates interaction and allows reaching a wide audience.

### **1.1.2. Types and Categories of Code-Switching**

Situational code-switching embodies the dynamic adaptability of multilingual speakers as they navigate through diverse social and situational contexts. As outlined by Liebscher and Dailey-O’Cain, this type of code-switching is a testament to the fluid nature of language use in multilingual societies, revealing how speakers adjust their linguistic choices to suit the changing landscapes of their social environments. Whether in professional settings or casual gatherings, the language or dialect chosen by a speaker serves as a bridge to conform to the situational demands—ranging from formal language in work-related scenarios to more colloquial or familial language within the comfort of one's home (Liebscher, Dailey-O’Cain, 2005).

The selection of language in situational code-switching extends beyond mere convenience, acting as a marker of social identity and community belonging. Speakers adeptly choose their language or dialect based on the cultural, age, gender, social status, or ethnic identity of their audience, thus showcasing their linguistic repertoire not only as a means of communication but also as an instrument of social alignment and identity expression. This nuanced use of language underscores the intrinsic link between linguistic practices and social conformity, identity formation, and group dynamics, making situational code-switching a rich area for sociolinguistic inquiry.

Textual code-switching, as characterized by Leech and Barrett (Leech, Barrett, 2005), emerges as a powerful communicative strategy that enables speakers to modify the meaning, tone, or stylistic attributes of their discourse. This form of code-switching is strategically employed within conversations to highlight specific textual elements of the speaker's message, thereby enriching the communication with layers of meaning, emotional depth, and stylistic nuance.

By leveraging the unique meanings and connotations embedded in different languages, speakers can enhance their message's impact—be it through emphasizing a point, evoking an emotional response, or introducing stylistic features such as humor or irony. The act of switching languages when transitioning between topics or to accentuate personal memories versus technical discussions exemplifies the role of textual code-switching in delineating and enriching conversational content.

Moreover, textual code-switching serves as a testament to the expressive richness of multilingual individuals, enabling them to draw upon a broader linguistic repertoire to convey their emotions more profoundly or to select the most apt word or expression from multiple

languages to clarify an idea. This practice not only demonstrates linguistic proficiency but also enriches the communicative landscape, especially in culturally diverse settings, by deepening the meaning and enhancing the expressive quality of language.

Tagging represents a nuanced form of code-switching where speakers append tags—words, phrases, or exclamations—at the end of sentences to underscore their message, set a particular tone, or elicit an emotional response. This linguistic strategy, characterized by the addition of phrases such as "¿verdad?" or "you know" in a different language, serves as a subtle yet impactful means of reinforcing or complementing the speaker's primary message. Through tagging, speakers can seamlessly integrate elements of their linguistic identity into the conversation, enriching the dialogue with cultural or emotional undertones and enhancing the overall communicative experience.

Otherwise the phenomena of situational and textual code-switching, along with tagging, illuminate the intricate ways in which language functions as a versatile tool for communication, social interaction, and identity expression. By examining these practices, sociolinguistics offers invaluable insights into the multifaceted role of language in reflecting and shaping human experience in a multilingual world.

Transcode-switching and intermediate code-switching are linguistic phenomena that showcase the complexity and versatility of multilingual communication. As described by Line (Line, 2005), these forms of code-switching reflect the linguistic proficiency, cultural diversity, and expressive depth of individuals who navigate multiple languages. These practices underline the capacity of speakers to harness the unique meanings, nuances, and expressions inherent in different languages to craft their messages effectively.

TransCode- Switching, occurring within a single sentence, exemplifies the speaker's ability to blend languages seamlessly, creating a linguistic tapestry that is rich in cultural and semantic layers. This form of code-switching demands a robust command over the involved languages, as it involves integrating elements from one language into the structure of another within the confines of a single utterance. Such linguistic agility not only demonstrates the speaker's comprehensive linguistic knowledge but also their skill in manipulating these languages to achieve a particular communicative effect or convey a multicultural identity.

Intermediate code-switching represents a more nuanced and complex form of linguistic transition that requires speakers to have a thorough understanding of both languages. This type of switching is indicative of a speaker's comfort and flexibility in expressing themselves across languages, allowing for a fluid interchange that enriches the conversation.

The frequency and intensity with which speakers engage in intermediate code-switching underscore their adeptness at navigating between linguistic systems, showcasing a sophisticated level of bilingual or multilingual proficiency.

Tagging and intersentential code-switching, as highlighted by Line (Line, 2005), underscore the significance of code-switching in the daily linguistic practices of multilingual communities. While tagging might represent a subtler form of language alteration, it plays a crucial role in adding emotional, emphatic, or stylistic layers to the discourse. Conversely, intercode-switching occurs more dynamically within speech, reflecting the speaker's linguistic versatility and cultural adaptability.

The distinction between intrasentential and intersentential code-switching further enriches our understanding of multilingual communication. Intrasentential code-switching involves a language change within a single sentence, demanding a high level of linguistic competence, as illustrated by examples where English and Spanish or German and English are interwoven. Intersentential code-switching, on the other hand, occurs between sentences or speech parts, often influenced by the speaker's or listener's identity, the topic, or the conversational tone, as seen in switches between English and Spanish or English and French.

Kline introduces the concept of functional code-switching, which emphasizes the strategic use of language to fulfill specific communicative functions or to highlight particular aspects of a message. This type of code-switching is context-dependent, with language choice being deliberately employed to support the message's function, whether to adjust the tone, emphasize seriousness or camaraderie, or express social and cultural alignment. Functional code-switching underscores the instrumental role of language in satisfying the multifaceted social, cultural, and emotional needs of speakers and their communities (Kline, 1994).

Otherwise, the exploration of transCode- Switching, intermediate Code- Switching, tagging, interCode- Switching, intrasentential and intersentential code-switching, and functional code-switching reveals the intricate ways in which multilingual speakers utilize language as a tool for communication, identity expression, and cultural engagement. These linguistic practices not only highlight the speakers' linguistic dexterity and cultural insights but also contribute to the rich tapestry of sociolinguistic research, offering profound understandings of language function in multilingual societies.



### **1.1.3. Code-switching Examples and Analysis**

Code-switching between Azerbaijani and English is an intriguing instance of linguistic practice, especially in contexts where both languages are used, such as among the Azerbaijani diaspora or in professional or educational settings where English is commonly spoken.

Samples are shown in **Appendix 2:**

In each of these examples, code-switching serves as a tool for effective communication, cultural expression, and inclusivity. It reflects the speakers' ability to adapt their language use to different audiences and contexts, showcasing their linguistic flexibility and cultural sensitivity. This phenomenon emphasizes the richness of bilingual communication and the dynamic interplay between languages in a multicultural setting.

### **1.2.Code-switching in EFL Classrooms**

Code-switching in English as a Foreign Language (EFL) classrooms is a common and multifaceted phenomenon. It involves the use of both the target language (English in this case) and the students' native language during instruction. Code-switching in EFL (English as a Foreign Language) classrooms serves various important purposes and brings several benefits, both for teachers and students.

Code-switching in EFL (English as a Foreign Language) classrooms serves several pedagogical purposes, significantly enhancing student comprehension and creating a supportive learning environment. As Horasan points out, one of the primary benefits of code-switching is to facilitate understanding of complex English concepts, vocabulary, or grammar by explaining them in the students' native language. This strategy ensures that learners at all levels of English proficiency can grasp the content of lessons, effectively bridging gaps in understanding and promoting a deeper comprehension of the English language (Horasan, 2014).

Additionally, the strategic use of students' native language within the EFL classroom plays a pivotal role in reducing learner anxiety and fostering a comfortable and inviting learning atmosphere. For beginners and lower-level learners, the challenge of acquiring a new language can be overwhelming. Incorporating the native language can introduce a sense of familiarity and reduce stress, thereby encouraging learners to participate more actively in class. This approach not only aids in building rapport between teachers and students but also establishes the classroom as a safe space for language exploration and learning (Horasan, S., 2014).

Moreover, code-switching is a practical tool for effective classroom management. Delivering instructions, disciplinary measures, and administrative details in the students' native

language ensures clear communication, helping all students understand classroom expectations and procedures. This clarity can prevent misunderstandings and contribute to smoother classroom operations, enhancing the overall efficiency of the learning environment.

The integration of code-switching in EFL (English as a Foreign Language) classrooms emerges as a nuanced and multifaceted pedagogical strategy, as explicated by Hoffmann (1991) and further elaborated by Gardner-Chloros (2009) and Crystal (1987). This approach significantly contributes to enhancing the inclusivity and effectiveness of language teaching and learning by acknowledging and leveraging the linguistic and cultural diversity inherent in multilingual classrooms.

Hoffmann underscores the pivotal role of code-switching in bolstering student comprehension, particularly by bridging the gap between students' native languages and English. This pedagogical tactic not only facilitates a deeper understanding of complex linguistic concepts but also validates the students' linguistic backgrounds, fostering an environment where cultural diversity is celebrated and respected. Such an inclusive atmosphere can notably boost students' confidence and encourage active participation, underscoring the value of their linguistic repertoire in the language acquisition process (Hoffmann, 1991).

However, the application of code-switching in educational settings is not devoid of challenges. As Gardner-Chloros articulates, there exists a delicate balance between utilizing students' native language as a supportive tool and ensuring sufficient immersion in the English language. Over-reliance on the native language may inadvertently impede the immersive experience crucial for language acquisition, potentially slowing the process of mastering English. This balance is particularly challenging to strike in classrooms with varying levels of language proficiency and in multilingual settings where students may speak different native languages, raising concerns of exclusion and inequity (Gardner-Chloros, 2009).

Moreover, the effectiveness of code-switching hinges on the teacher's linguistic proficiency in both English and the students' native languages. Inaccuracies or inappropriate use of either language can lead to confusion and misinformation, highlighting the necessity for teachers to possess competencies in both languages to employ code-switching effectively as a pedagogical tool (Gardner-Chloros, 2009).

Crystal emphasizes the importance of cultural and linguistic sensitivity in code-switching, where teachers must navigate the cultural connotations and contexts of words or phrases in different languages. This sensitivity ensures that code-switching serves as a bridge

rather than a barrier to understanding, reinforcing the need for pedagogical consistency and alignment with educational objectives (Crystal, 1987).

To maximize the benefits of code-switching while mitigating its potential drawbacks, teachers are encouraged to employ this strategy with intentionality and purpose. Pre-planning moments for code-switching can help maintain an optimal balance between the use of the native language and English, ensuring that each linguistic transition serves a clear educational purpose. Activities designed to encourage the use of English can foster an environment where English is the primary means of communication, gradually building students' confidence and proficiency in the target language (Cook, 1999).

Reflective practice is paramount in assessing the effectiveness of code-switching in the classroom. Teachers should seek feedback from students on their perceptions of code-switching and its impact on their learning, allowing for adjustments and refinements to better meet the diverse needs of learners.

In conclusion, the strategic use of code-switching in EFL classrooms, as delineated by Hoffmann (1991), Gardner-Chloros (2009), and Crystal (1987), offers a powerful tool for enhancing teaching and learning effectiveness. It aids comprehension, reduces language barriers, and fosters an inclusive and supportive learning environment, while maintaining a focus on developing English language proficiency. Through careful consideration and application, code-switching can significantly contribute to the success of multilingual learners in EFL settings.

### **1.2.1. The Role of Code-switching in EFL Classrooms**

The role of code-switching in EFL (English as a Foreign Language) classrooms is a multifaceted phenomenon that has been extensively explored by linguists and educators alike, including notable figures such as Myers-Scotton (1993), who has provided comprehensive insights into the social motivations for code-switching. This linguistic strategy, whereby a speaker alternates between two or more languages within a single discourse, serves various pedagogical purposes in the context of language teaching and learning.

One of the primary roles of code-switching in EFL classrooms, as highlighted by researchers like Cook, is to enhance students' comprehension of complex English concepts, vocabulary, or grammar by providing explanations in the students' first language (L1). This practice ensures that learners at all proficiency levels grasp the content of lessons, effectively bridging gaps in understanding and promoting a deeper comprehension of the target language.

The strategic use of L1 can demystify challenging content, making the learning process more accessible and less intimidating for students (Cook, 2001).

In EFL classrooms, code-switching often serves as a bridge for communication, especially for beginners who may struggle with fluency in English. By allowing the use of their native language, students can express complex ideas and questions that they might not be able to convey in English alone. This practice can enhance comprehension and facilitate a deeper understanding of new concepts. Teachers also utilize code-switching to clarify instructions or explain linguistic nuances, making lessons more accessible to students.

Code-switching in EFL classrooms can foster an inclusive atmosphere where students' linguistic backgrounds are acknowledged and valued. This recognition helps in creating a learning environment that respects and integrates diverse cultural identities. By incorporating elements from students' native languages, teachers can make lessons more relatable and engaging, enhancing the learning experience (Cole, D. A., 1987).

One of the primary roles of code-switching in EFL classrooms, as highlighted by researchers like Cook (2001), is to enhance students' comprehension of complex English concepts, vocabulary, or grammar by providing explanations in the students' first language (L1). This practice ensures that learners at all proficiency levels grasp the content of lessons, effectively bridging gaps in understanding and promoting a deeper comprehension of the target language. The strategic use of L1 can demystify challenging content, making the learning process more accessible and less intimidating for students.

Effective classroom management is another area where code-switching proves beneficial. Instructions, disciplinary measures, and administrative details, when conveyed in the students' L1, ensure clarity and comprehension across the classroom, as discussed by Lin. This clarity in communication is essential for maintaining an orderly learning environment and ensuring that all students, regardless of their English proficiency level, understand classroom expectations and procedures (Lin, 2013).

Moreover, code-switching supports the development of bilingual capabilities by allowing students to draw parallels between their native language and English. This linguistic strategy fosters a deeper understanding of both languages and enriches the learning experience, especially in discussions involving cultural contexts or references. When teachers switch to students' native language to explain culturally specific references or contexts, it not only facilitates learning but also makes the educational content more relatable and meaningful (Butzkamm & Caldwell, 2009).

Code-switching, the practice of alternating between two or more languages or dialects in conversation, can be a significant aspect in English as a Foreign Language (EFL) classrooms. To facilitate understanding and comprehension of code-switching in these settings, several strategies can be employed:

**Explicit Instruction on Code-switching:** Educators can provide direct lessons on the concept of code-switching, explaining why and how it occurs. This includes discussing the sociolinguistic and pragmatic aspects of language use, helping students understand the cultural and contextual reasons behind code-switching.

**Incorporating Multilingual Resources:** Utilizing textbooks, multimedia resources, and other materials that include code-switching can help students get accustomed to this phenomenon in natural contexts. This exposure enables them to see practical examples of how different languages are mixed in real-life communication (Ayeomoni, M. O., 2006).

**Creating a Multilingual Environment:** Encouraging a classroom culture where students feel comfortable using their native language alongside English can promote a better understanding of code-switching. This environment allows students to naturally engage in code-switching, making it a part of their learning process.

**Role-playing and Simulations:** Conducting activities where students role-play scenarios involving code-switching can enhance their comprehension. These activities can simulate real-life situations where code-switching naturally occurs, providing practical experience.

**Comparative Language Analysis:** Engaging students in analyzing similarities and differences between their native language and English can deepen their understanding of code-switching. This analysis can focus on syntax, vocabulary, and cultural references.

**Interactive Discussions and Reflections:** Facilitating classroom discussions about students' own experiences with code-switching and encouraging them to reflect on their attitudes towards it can be enlightening. This also helps in normalizing the practice and understanding its nuances.

**Collaborative Learning Projects:** Group projects that involve code-switching, such as creating bilingual media or writing assignments, can be effective. These projects encourage students to collaboratively explore and use code-switching in creative ways.

Guest Speakers and Cultural Exchange Programs: Inviting speakers who are proficient in code-switching or participating in cultural exchange programs can provide students with real-world insights into how code-switching functions in various communities.

By incorporating these strategies, EFL classrooms can become more inclusive and effective in addressing the linguistic realities of multilingual students, ultimately aiding in their language learning journey.

In conclusion, code-switching in EFL classrooms is not just a linguistic phenomenon but a pedagogical tool that enriches the language learning experience. It bridges communication gaps, fosters inclusivity, reflects real-world language use, enhances metalinguistic awareness, and encourages collaborative learning. By embracing code-switching, EFL educators can create more effective and engaging learning environments that cater to the needs of multilingual students.

### **1.2.2. Functions of code-switching in education**

Code-switching in education, particularly in multilingual classrooms, serves several important functions that contribute to the effectiveness of teaching and learning processes. Code-switching is often used as a tool to make complex concepts more understandable. When teachers switch to students' native languages, it can clarify instructions or explanations, ensuring that students fully grasp the material. This is especially crucial in classrooms where students have varying degrees of proficiency in the language of instruction.

The functions of code-switching in education, as delineated by researchers such as Creese and Blackledge (2010), García (2009), and Heller (1988), highlight the multifaceted role this linguistic practice plays within bilingual and multilingual classroom settings. Code-switching, the practice of alternating between two or more languages or dialects within a single conversation or speech act, serves numerous educational purposes that enhance teaching and learning dynamics.

Code-switching can serve as a bridge between different cultural and linguistic backgrounds in a diverse classroom. It acknowledges and respects the multilingual reality of students, helping them feel more connected to the content by integrating their first language and culture into the learning process. When students are allowed to use their native languages, they often feel more comfortable and confident in participating in class discussions. This increased engagement can lead to a more dynamic and interactive classroom environment, encouraging deeper learning and exploration of subjects (Auerbach, R., 1993).

Exposure to code-switching can enhance students' awareness of how language works. It encourages them to think critically about language use, grammar, and vocabulary in different languages. This heightened metalinguistic awareness is beneficial in learning both the first language and additional languages. Code-switching mirrors the linguistic realities of many students' everyday lives, especially in multilingual societies. Incorporating it into education prepares students for real-world scenarios where multilingual communication is common, thus making their learning more relevant and applicable.

Creese and Blackledge (2010) emphasize the instrumental role of code-switching in scaffolding student comprehension and learning. By toggling between languages, educators can clarify complex concepts and ensure that instructions are fully understood by all students, regardless of their linguistic background. This practice is particularly crucial in contexts where students are not fully proficient in the language of instruction, as it aids in bridging linguistic gaps and fostering a deeper understanding of the subject matter (Creese, Blackledge, 2010).

García highlights code-switching as a means of validating and celebrating linguistic diversity within the classroom. By incorporating students' home languages into the educational discourse, teachers not only honor their students' cultural and linguistic backgrounds but also promote an inclusive atmosphere where multiple languages are viewed as valuable resources for learning. This approach encourages students to view their multilingual abilities as assets, rather than obstacles, in their academic and personal growth (García, 2009).

Heller discusses code-switching as a tool for managing classroom interactions and dynamics. Teachers may switch languages to maintain students' attention, regulate classroom behavior, or switch between formal and informal registers to suit the context of the discussion. This dynamic use of language helps in establishing rapport with students, creating a more engaging and responsive learning environment (Heller, 1988).

Code-switching is integral to the implementation of certain bilingual education models, where the goal is to develop proficiency in both the students' first language and the language of instruction. As Creese and Blackledge note, strategic use of code-switching can support the development of bilingual competencies, enabling students to draw parallels between languages and apply their knowledge across linguistic boundaries. This practice not only reinforces language learning but also supports cognitive development by engaging students in higher-level thinking across languages (Creese, Blackledge, 2010).

García also points out that code-switching can foster a more participatory classroom atmosphere by allowing students to express themselves in the language with which they are

most comfortable. This can be particularly empowering for students who may feel inhibited to participate due to language barriers, encouraging them to contribute to discussions and share their perspectives more freely (García, 2009).

Code-switching can foster a sense of community and collaboration among students from different linguistic backgrounds. It allows students to support each other's learning by explaining concepts or ideas in a shared language, promoting cooperative learning. In summary, code-switching in educational settings plays multiple roles: it enhances understanding and engagement, bridges cultural and linguistic gaps, develops critical language skills, reflects real-world communication, supports identity formation, promotes cognitive flexibility, and encourages collaborative learning. These functions highlight the importance of embracing linguistic diversity in the classroom to create more inclusive and effective learning environments (Atkinson, D., 1987).

Reflecting real-world language usage is a key function of code-switching in educational contexts, particularly in multilingual classrooms. In many multilingual societies, code-switching is a common aspect of daily communication. People often switch between languages in their conversations, depending on the context, audience, or topic. By incorporating code-switching in the classroom, educators mirror these natural linguistic patterns, making the learning environment more authentic and relatable for students.

In our increasingly interconnected world, the ability to navigate between languages is a valuable skill. By exposing students to code-switching, educators are preparing them for real-life scenarios where bilingual or multilingual communication is necessary. This exposure helps students develop the flexibility and adaptability needed in diverse linguistic and cultural settings. When students engage in code-switching, they practice using multiple languages in context, enhancing their proficiency. This practice also builds their confidence in using languages in real-world situations, as they become accustomed to switching languages depending on the demands of the communication setting.

Language is not static; it evolves and adapts within cultural and social contexts. Code-switching in the classroom acknowledges this dynamic nature of language. It helps students understand that language use is fluid and varies based on factors like audience, purpose, and setting. Through code-switching, students become more aware of the differences and similarities between languages and cultures. This awareness fosters a deeper understanding and appreciation of linguistic diversity, encouraging respect and empathy towards different cultural backgrounds.



Code-switching helps students develop sociolinguistic competence – the ability to use language appropriately in different social contexts. Understanding when and why to switch languages in conversation is a crucial part of this competence, and practicing code-switching in the classroom provides a safe space for developing these skills. In essence, reflecting real-world language usage through code-switching in educational settings not only enhances language learning but also prepares students for the linguistic realities of a multicultural and multilingual world. It is an acknowledgment of the fluid and dynamic nature of language and communication in our global society.

Promoting cognitive flexibility is another significant function of code-switching in educational settings, particularly beneficial in developing students' cognitive and linguistic abilities. Cognitive flexibility refers to the mental ability to switch between thinking about different concepts, and to think about multiple concepts simultaneously. Code-switching requires the brain to constantly shift gears as it moves between different linguistic structures and vocabularies. This mental juggling act improves cognitive flexibility, as students learn to quickly adapt their thinking and language use to suit the context. (Aslanova Türkan., 2017)

Code-switching involves high-level brain functions such as working memory, attention, and inhibitory control. Regularly engaging in code-switching can strengthen these executive functions, which are crucial for academic success and problem-solving. Cognitive flexibility is closely linked to creativity, as it allows individuals to view situations from various perspectives and come up with innovative solutions. By practicing code-switching, students can develop a more versatile approach to thinking and problem-solving.

In a world where multitasking is often necessary, the ability to switch tasks efficiently is invaluable. Code-switching trains the brain to handle multiple tasks and switch between them with ease, a skill that can be transferred to other areas of learning and daily life. Cognitive flexibility is crucial in language learning, as it aids in understanding and applying grammatical rules, and in the acquisition of new vocabulary. Bilingual or multilingual individuals, often adept at code-switching, tend to show greater ease in learning additional languages.

### **1.2.3. Practical Applications and Strategies of Code- Switching**

The practical applications and strategies of code-switching in educational settings involve deliberate and structured methods to harness the benefits of this linguistic phenomenon. Translanguaging involves purposefully using multiple languages for teaching and learning. Teachers can design lessons where students are encouraged to use their native languages to understand complex concepts in English (or the target language), and vice versa. This can

involve bilingual reading materials, multilingual group discussions, or writing assignments that allow for language mixing.

Teachers can use instructional materials that incorporate both the students' native languages and the target language. This could include bilingual textbooks, multimedia resources, or dual-language handouts. These materials allow students to access new information in a familiar language while gradually acquiring proficiency in the target language. Students are grouped with peers who speak different languages. In these groups, students can use all their linguistic resources to communicate, collaborate, and complete tasks. This not only fosters language development but also encourages cross-cultural communication and teamwork (Nāsirova, P. S., 2021).

García advocates for the intentional use of code-switching as a tool for clarification and explanation, particularly when introducing new concepts or complex material. Teachers can switch to students' native languages to ensure understanding, then gradually transition back to the language of instruction to apply the new knowledge. This approach helps scaffold learning, providing a bridge between the known (students' first language) and the new (second language or content knowledge).

Creese and Blackledge emphasize the importance of code-switching in making curriculum content culturally relevant and engaging for students. By incorporating students' home languages to explain cultural references, idioms, or context-specific terms, educators can make lessons more accessible and meaningful. This strategy not only aids comprehension but also validates students' cultural identities within the learning process (Creese, Blackledge, 2010).

Baker discusses the utility of code-switching in classroom management, where teachers use students' first language for instructions, behavior management, or to establish routines. This ensures clear communication and helps maintain a structured learning environment, particularly for younger learners or students who are less proficient in the language of instruction (Baker, 2011).

García also highlights the role of code-switching in encouraging student participation. Allowing students to respond or ask questions in their native language can increase engagement and allow for more active involvement in lessons. Teachers can then provide feedback or extend the discussion in the language of instruction, promoting language development while ensuring students feel heard and valued (García, 2009).

Creese and Blackledge (2010) suggest using code-switching to support students' bilingual identity and linguistic development. By fluidly moving between languages in discussions, teachers model the practical and intellectual benefits of bilingualism, encouraging students to see their multilingual skills as an asset. This practice can enhance students' self-esteem and motivation to learn both the language of instruction and maintain their home language.

Code-switching offers a means of differentiating instruction to meet the diverse needs of learners in the classroom, as noted by Baker (2011). Teachers can adjust the language used based on the linguistic proficiency of students, providing more support in the native language for beginners while challenging more advanced learners in the language of instruction. This tailored approach helps ensure that all students can access the curriculum at their level.

García introduces the concept of creating translanguaging spaces where code-switching is normalized and encouraged as part of the learning process. In these spaces, students and teachers use all their linguistic resources to communicate, learn, and teach. This approach fosters an environment where linguistic diversity is celebrated, and all languages are seen as equal contributors to the educational experience (García, 2009).

Design projects that require the use of multiple languages. For example, students could create a multilingual magazine, conduct interviews in different languages, or work on presentations that incorporate several languages. These projects allow students to apply their full linguistic repertoire in creative and practical ways. Code-meshing in Writing: Encourage students to write using elements from all their languages. This could involve creative writing assignments where students blend languages, or reflective writing where students express their thoughts and experiences with language use. This practice validates their entire linguistic identity and enhances written communication skills.

Activities that explicitly focus on the phenomenon of code-switching can help students understand its role and function in communication. This could include analyzing code-switching instances in media, literature, or in their own speech. Educators need training on how to effectively implement code-switching strategies in the classroom. This includes understanding the linguistic dynamics of their student population and learning how to plan lessons that thoughtfully incorporate multiple languages. By implementing these strategies, educators can maximize the benefits of code-switching, enhancing students' linguistic proficiency, cultural awareness, and cognitive flexibility, while creating a more inclusive and effective learning environment (Tahirov, A. T.,1978).

### **1.3. EFL Training and Code-switching in Azerbaijan**

English as a Foreign Language (EFL) training in Azerbaijan typically involves various methods and strategies to enhance English language proficiency among learners. This often includes a focus on practical language skills, such as speaking, listening, reading, and writing, tailored to the needs of Azerbaijani students. The training may integrate modern teaching methodologies, including interactive and communicative approaches, to create an engaging and effective learning environment. Additionally, cultural elements and real-life contexts are often incorporated to make the learning more relevant and immersive for the students. The goal is to equip learners with the skills and confidence to use English effectively in both academic and professional settings.

EFL training in Azerbaijan typically includes a variety of teaching methods, focusing on enhancing English proficiency in different aspects like speaking, listening, reading, and writing. Modern interactive and communicative approaches are commonly employed to make the learning process more engaging and effective. The training often emphasizes practical language skills, tailored to the specific needs and cultural context of Azerbaijani students, aiming to prepare them for both academic and professional use of English. Integrating real-life scenarios and cultural elements in the training makes it more immersive and relevant for the learners.

Code-switching in Azerbaijan, particularly in ESL (English as a Second Language) classrooms, is a nuanced practice. A study conducted in Azerbaijan aimed to understand the role of code-switching in ESL classes, focusing on questions like whether shifting to the first language (L1) hinders language development and the attitudes of Azerbaijani learners towards L1 shifting in ESL classes. The research revealed that the frequency of code-switching in ESL classes depends on factors such as the students' language level and the specific section of the lesson being taught. Teachers tend to code-switch more frequently in classes with beginners, especially when teaching grammar. This indicates a strategic use of code-switching in language instruction to facilitate learning and understanding (Əliyeva L.T., 2021).

Code-switching in ESL classes typically involves strategically alternating between the students' first language and English. This approach is especially used in teaching beginner-level students and is prevalent in grammar lessons. The practice aims to facilitate comprehension and enhance learning by leveraging students' existing language skills. This method acknowledges the diverse linguistic backgrounds of students and adapts to their varying levels of English proficiency, making the learning process more accessible and effective.

In ESL classes in Azerbaijan, code-switching is a practical strategy, especially for beginner-level students and in grammar teaching. This approach helps in enhancing understanding and facilitating learning by utilizing the students' native language as a support tool. It shows an adaptive method of teaching that considers the diverse linguistic backgrounds and varying English proficiency levels of students, thereby making English language learning more accessible and effective.

In Azerbaijan, code-switching in ESL classrooms is used strategically by teachers, particularly in classes with beginner-level students. This practice is more common in teaching grammar, suggesting that code-switching is employed as a pedagogical tool to aid comprehension and learning. The approach takes into account the language proficiency level of the students and the specific linguistic challenges they face, adapting the use of code-switching to maximize learning effectiveness. This reflects an understanding of the nuances of language teaching and the linguistic environment in Azerbaijan.

In Azerbaijan, code-switching in ESL classes is a common and strategic practice, particularly in teaching grammar to beginner-level students. This method effectively leverages the students' first language to enhance their comprehension and learning of English. It reflects a tailored approach to language teaching, adapting to the diverse linguistic backgrounds and proficiency levels of students, and making English language instruction more accessible and effective.

In Azerbaijan, the practice of code-switching in ESL (English as a Second Language) classrooms is particularly focused on beginner-level students, especially in the context of teaching grammar. This approach reflects a strategic use of the students' first language to support their understanding and learning of English. It highlights the adaptive strategies of teachers in addressing the linguistic needs of their students, ensuring that the teaching methods are aligned with the students' language proficiency and learning requirements.

### **1.3.1. Situation of EFL Education in Azerbaijan**

The current state of EFL (English as a Foreign Language) education in Azerbaijan has seen considerable growth and development, especially after the country's independence in 1991. English education has become increasingly important, with English being taught as a compulsory subject in primary and secondary schools. Many universities and institutions also offer English language courses, aiming to improve students' proficiency. This growth in English education aligns with Azerbaijan's focus on international communication and economic development.

During the Soviet era, Russian was the dominant foreign language taught in Azerbaijani schools. English was not a major focus in the educational system during this time, as Russian language and literature were emphasized in line with Soviet policies. After gaining independence in 1991, Azerbaijan began to embrace English as a crucial language for international communication and economic development. This shift was part of a broader move towards integrating with the global community and moving away from the Soviet influence.

Following independence, English language courses were introduced in Azerbaijani schools and universities. English started to become an essential part of the curriculum, with an increasing focus on English language proficiency for global communication. In recent years, English education in Azerbaijan has experienced significant growth. English is now taught as a compulsory subject in primary and secondary schools, and many students start learning English from an early age.

There has been a growing emphasis on professional development for English language teachers in Azerbaijan. Initiatives like the ELT Certificate Program, supported by international collaborations, aim to improve the quality of English language teaching and provide teachers with modern teaching methodologies and resources. Despite progress, challenges remain, such as the shortage of qualified English language teachers and disparities in access to quality English education between urban and rural areas. Addressing these challenges is crucial for the continued development of EFL education in Azerbaijan.

However, there are challenges in English education in Azerbaijan. One significant challenge is the shortage of qualified English language teachers, which impacts the effectiveness of language instruction. Additionally, there are disparities in access to quality education between urban and rural areas, with rural regions often having limited English language resources and opportunities. Another challenge is the lack of English language immersion opportunities, such as exchange programs or language camps. Furthermore, with Azerbaijan's multilingual environment, there are questions about the best approach to bilingual education and language policy.

Efforts to address these challenges involve various strategies. Professional development for English teachers is crucial to enhance their teaching methodologies and language skills. Promoting language immersion, incorporating technology in teaching, emphasizing bilingual education, and supporting research and evaluation in English language education are among the approaches being taken to improve the situation.

Moreover, professional development initiatives like the English Language Teaching (ELT) Certificate Program, supported by North Carolina State University and the U.S. Embassy in Azerbaijan, aim to enhance English language fluency through professional development for in-service teachers. This program includes practical assignments for classroom integration and focuses on building a network among professional peers. Such initiatives are crucial in empowering Azerbaijani teachers with the necessary skills and knowledge to effectively teach English.

In conclusion, while English education in Azerbaijan has made significant progress, addressing the existing challenges through targeted strategies and programs is key to further enhancing the quality of English language education in the country. This will not only benefit individuals in terms of global communication and career prospects but also contribute to the cultural exchange and economic development of Azerbaijan.

### **1.3.2. Using Code-switching in EFL Classrooms**

Using code-switching in EFL (English as a Foreign Language) classrooms can be a powerful tool for enhancing language learning. This technique, which involves alternating between languages during communication, offers several benefits and can be implemented in various ways:

- **Facilitating Understanding and Learning:** García underscores the importance of code-switching as a tool for clarifying complex English concepts by relating them to the students' first language (L1). This practice can bridge gaps in understanding, particularly for abstract or culturally specific content, ensuring that all students, irrespective of their English proficiency, grasp the lesson's objectives. Code-switching can help teachers explain complex concepts in students' native languages, enhancing understanding. For instance, difficult grammar points or vocabulary can be clarified by briefly switching to the students' first language (García, 2009).
- **Building Confidence and Reducing Anxiety:** For students who are beginners or less proficient in English, code-switching can reduce the anxiety associated with communicating in a new language. It can provide a comfort zone, enabling students to express themselves more freely. Cook (2001) discusses how the inclusion of students' L1 through code-switching can significantly reduce anxiety and build a more comfortable learning environment. For many learners, the EFL classroom can be intimidating, and the judicious use of their native language can foster a sense of familiarity and security, encouraging more active participation.

- **Comparing and Contrasting Linguistic Structures:** Teachers can use code-switching to draw attention to similarities and differences between the students' native language and English. This comparative approach can deepen students' understanding of grammatical structures and vocabulary.
- **Enhancing Cultural Relevance:** Code-switching can make lessons more culturally relevant and engaging by incorporating students' linguistic backgrounds. This approach recognizes and values the diverse identities of students in the classroom. Creese & Blackledge (2010) highlight that code-switching can prompt students to participate more actively in class discussions. By allowing learners to express complex ideas in their L1 when they lack the necessary vocabulary in English, teachers can maintain the flow of communication and ensure inclusivity in classroom interactions.
- **Developing Metalinguistic Awareness:** Code-switching can increase students' awareness of language use, helping them to think about and understand language as a system. This awareness is crucial for developing proficiency in both the native language and English.
- **Encouraging Active Participation:** In classrooms where students share a common first language, code-switching can encourage more active participation. Students may feel more comfortable asking questions or expressing opinions in their native language, which can then be discussed or translated into English.
- **Bridging New and Known Information:** Teachers can use code-switching to connect new concepts in English with students' prior knowledge expressed in their first language. This helps in scaffolding the learning process.
- **Strategies for Implementation:** To effectively use code-switching, teachers should have clear objectives, such as using it to introduce new vocabulary, clarify concepts, or facilitate discussions. It's important to balance the use of both languages to ensure that English learning objectives are met. Cook (2001) emphasizes the need for a balanced approach to code-switching. While the primary focus of EFL classrooms should remain on English, the strategic and limited use of students' L1 can enhance learning without undermining the immersive English environment. Teachers must carefully plan when and how to switch languages to support learning objectives effectively.

Facilitating understanding and learning through code-switching in EFL (English as a Foreign Language) classrooms involves strategically using a combination of the target language (English) and the students' native languages. This technique can significantly enhance the learning experience for students, especially those who are new to English or who have varying levels of proficiency. One of the primary roles of code-switching is to clarify complex concepts



or instructions that students might struggle to understand in English alone. By briefly switching to the students' native language, teachers can ensure that all students grasp the key points of the lesson. This is particularly effective in explaining intricate grammar rules, unfamiliar vocabulary, or complex instructions for assignments and projects.

Code-switching can serve as a bridge to enhance students' comprehension. When students encounter new or challenging material, a brief explanation in their first language can aid in making connections with their existing knowledge. This approach helps in solidifying their understanding and retaining new information more effectively. For many learners, especially at the beginner level, learning a new language can be a source of anxiety. Code-switching can alleviate this stress by providing explanations in a language they are comfortable with. This comfort can increase students' willingness to participate and engage more actively in the learning process. Creese & Blackledge advocate for activities that encourage peer learning and collaboration among students of different linguistic backgrounds. Code-switching in group work or discussions can leverage the diverse linguistic resources of the classroom, fostering a collaborative learning environment where students learn from each other's linguistic strengths (Creese & Blackledge, 2010).

Tailor the use of code-switching to the proficiency levels of the students. For beginners, more frequent code-switching might be necessary, while advanced students may require less support from their first language. Use code-switching to create a supportive and inclusive classroom atmosphere where students feel comfortable to participate and express themselves, reducing language anxiety. While code-switching can aid understanding, it's important to maintain a focus on English. Teachers should strike a balance to ensure that the use of the native language supports rather than replaces English exposure.

Use code-switching as a tool to compare linguistic structures between English and the students' native languages. This can deepen understanding and appreciation of both languages. Integrate code-switching into lesson planning. Decide in advance which parts of the lesson will involve code-switching and ensure it aligns with the learning objectives. Encourage students to help each other in understanding difficult concepts through code-switching. This not only aids learning but also promotes a collaborative learning environment. The effective use of code-switching also hinges on the teacher's proficiency in both English and the students' L1. As Cook (2001) notes, teachers must possess a solid understanding of both languages to switch accurately and appropriately, avoiding confusion and ensuring that the switch serves a clear pedagogical purpose.

Alongside code-switching, use visual aids, gestures, and contextual clues to enhance comprehension. This multimodal approach supports language acquisition. Regularly assess the effectiveness of code-switching in the classroom. Be prepared to adjust the strategy based on students' responses and progress. Teachers should engage in continuous professional development to enhance their code-switching strategies. This may include training on bilingual education methods and understanding the linguistic backgrounds of their students.

Encouraging active participation in EFL classrooms, particularly through the use of code-switching, is about creating an environment where students feel comfortable and motivated to engage in the learning process. Establish a classroom atmosphere where students feel safe to express themselves without fear of making mistakes. Encourage a culture of support and positivity, where all contributions are valued. Employ code-switching to provide explanations or instructions in the students' native language to clarify concepts. This can make students more comfortable and willing to participate, especially those who are less confident in their English skills.

Organize activities that involve working in pairs or small groups. This can lower the intimidation factor of speaking in front of the whole class. Group work also allows students to use their native language to discuss concepts before presenting them in English. Use role-playing games or simulations where students can use both English and their native language. These activities can make learning more engaging and provide a realistic context for language use. Foster an environment where students are encouraged to help each other. In a mixed-ability class, more proficient students can assist their peers, using both English and the native language to explain concepts.

Include interactive activities such as debates, discussions, or problem-solving tasks. These activities can motivate students to express their opinions and ideas, increasing active participation. Use positive reinforcement to acknowledge students' efforts in participating. Praise, constructive feedback, and encouragement can boost confidence and motivation. Tailor lessons and activities around topics that are interesting and relevant to the students. This can increase engagement and the willingness to participate.

Employ a variety of teaching methods to cater to different learning styles. This variety can keep students engaged and more willing to participate. Encourage students to reflect on their learning and participation. This can be done through journals, self-assessments, or group discussions. By implementing these strategies, teachers can create a dynamic and inclusive EFL

classroom where students are encouraged to actively participate, using both their native language and English to enhance their learning experience.

In summary, code-switching in EFL classrooms can be a beneficial strategy for enhancing language learning, building confidence, and promoting a more inclusive and effective learning environment. However, it should be used judiciously and purposefully, with a focus on supporting and not replacing the learning of English.

### **1.3.3. Code-switching Strategies and Their Effective Use**

Suresh Canagarajah offers practical pedagogical strategies for implementing code-switching in the classroom. He views code-switching as a dynamic tool for navigating the complex linguistic landscapes of global classrooms. According to Canagarajah, effective code-switching involves not only switching between languages but also adopting a flexible approach to language use that responds to students' needs and the demands of the learning context. He recommends that teachers plan for moments of code-switching, using it purposefully to clarify instructions, explain new concepts, or facilitate discussions. Canagarajah also emphasizes the importance of creating a classroom culture where students feel free to use their languages as part of the learning process, promoting active participation and engagement.

Jim Cummins highlights the cognitive and academic benefits of code-switching in bilingual education. He argues that code-switching is not just a linguistic phenomenon but also a cognitive strategy that can facilitate deeper understanding and retention of academic content. Cummins suggests that teachers can use code-switching to make connections between students' first languages (L1) and the target language (L2), thereby enhancing comprehension and reinforcing learning. This approach, known as translinguaging, encourages students to leverage their entire linguistic repertoire, promoting a more inclusive and effective learning environment.

Effective code-switching strategies in the classroom involve a thoughtful blend of both the target language (usually English in EFL contexts) and the students' native languages. Here are some strategies for incorporating code-switching in a way that enhances language learning:

- **Plan for Strategic Use:** Integrate code-switching into your lesson plan. Decide in advance where and how you will switch languages to clarify concepts, give instructions, or explain grammar points.
- **Use as a Clarification Tool:** Employ code-switching to clarify complex ideas or instructions, ensuring all students understand key concepts. This is particularly useful for explaining difficult grammar rules or new vocabulary.

- **Encourage Student Participation:** Allow students to use their native language when they struggle to express complex ideas in English. This can boost their confidence and encourage participation, especially among beginners.
- **Highlight Linguistic Differences and Similarities:** Use code-switching to draw attention to the differences and similarities between the students' first language and English, especially in grammar and vocabulary. This helps students better understand the structure and usage of both languages.
- **Foster a Comfortable Learning Environment:** Create an inclusive atmosphere where students feel comfortable using their native language when needed. This approach can reduce anxiety associated with learning a new language.
- **Balance Language Exposure:** Ensure that the use of the native language doesn't overshadow the target language. The primary focus should remain on practicing and learning English.
- **Responsive Code-Switching:** Be responsive to students' needs and readiness to use English. Adjust the amount of code-switching based on their proficiency levels and the complexity of the content.
- **Promote Peer Learning:** Encourage students to help each other in understanding and using English, allowing for code-switching in peer discussions or group work.
- **Use Code-Switching for Assessment Feedback:** When giving feedback, especially on complex tasks or errors, code-switching can help ensure that your feedback is fully understood.
- **Reflect and Adapt:** Regularly reflect on the effectiveness of your code-switching practices and be willing to adapt based on student response and progress.

These strategies aim to harness the benefits of code-switching in a structured and purposeful manner, enhancing language learning while maintaining a focus on the acquisition of the target language.

Code-switching should be used intentionally and not haphazardly. Teachers need to have clear objectives for using code-switching, whether for explaining complex concepts, facilitating comprehension, or encouraging participation. Tailor the use of code-switching to the language proficiency levels of the students. More frequent code-switching might be necessary for beginners, while advanced learners may benefit from less reliance on their native language. Creating a comfortable atmosphere where students can use their native language to

express complex ideas fosters participation. This approach is particularly helpful in encouraging shy or less confident students to engage in class discussions.

Maintain a balance between the use of English and the students' native language. The primary focus should be on maximizing exposure to and practice of the target language, English. Incorporate culturally relevant materials and topics that resonate with the students' backgrounds. Code-switching can be used to make connections between the students' culture and the target language culture. Continuously monitor the impact of code-switching on student learning and engagement. Be ready to adjust the strategy based on the effectiveness and feedback from students. Teachers should engage in professional development to refine their code-switching strategies. Understanding the theory behind code-switching and how it can be effectively implemented in a language learning context is crucial.

Colin Baker expands on the sociocultural dimensions of code-switching, emphasizing its role in fostering a sense of identity and belonging among multilingual learners. Baker's work underscores the importance of recognizing and valuing students' home languages within the classroom setting. He proposes that teachers strategically use code-switching to affirm students' cultural and linguistic backgrounds, thereby boosting their confidence and motivation to learn. Baker advocates for a pedagogical approach that sees languages not in competition but as complementary resources that enrich the educational experience.

Effectively integrating these strategies requires thoughtful planning and a dynamic approach, adapting to the needs and responses of the students to enhance their language learning experience.

## CHAPTER II. METHODOLOGY

### 2.1. Quantitative Research

The validity and reliability of the beliefs about code-switching scale were tested in the study. Newcomers to Khazar university enrolled in an English course at the University of Baku during the academic year 2022-2024 (to reflect the students' beliefs prior to entering the University Preparatory System into the items) The construct validity of this scale was also tested. Confirmatory factors analysis was conducted on the data.

Beliefs on Code-switching Scale (ANNEX-1) was prepared to measure students' beliefs about using their native language while learning English. First of all, in order to create the scale items in question, an opinion form consisting of three items was created in which students could easily express their opinions on this subject. While creating the opinion form, relevant literature and the opinions of the preparatory class faculty members regarding code-switching were used; The prepared items were prepared by a program development specialist, a measurement and evaluation specialist, a guidance and psychological counseling specialist, three field knowledge teachers (with a bachelor's degree in English teaching and a master's degree in English language teaching) and a master to examine the language and expression errors in the items. Opinion was taken from the language teacher. In the light of the opinions of experts, necessary corrections were made to the items and the form was given its final version. From the answers given by the students, the sentences in which they expressed their beliefs about the subject were determined one by one and added to the scale item pool.

Initially, exploratory factor analysis and item analysis investigations were carried out for the validity and reliability examination of the scale. The construct validity of the scale that was created using the data collected was tested using exploratory factor analysis, and the results of item-total correlation analysis were looked at to support the internal validity or discrimination of the item. During the exploratory factor analysis stage, the factors were revealed using principal component analysis.

Principal component analysis was chosen for this study because the data is at least at the equal interval scale level, the data error variance is low, a scale can be developed, and it can be determined which dimensions the items may be categorized under. By ignoring the error term and utilizing the fewest possible data points, principal component analysis seeks to provide the greatest degree of insight into the observed variables.

By examining the factor eigenvalues, line graph, variance explained by the factor, and using the criterion of the total variance explained, the number of factors was determined. The Bartlett Sphericity test and Kaiser-Meyer Olkin (KMO) coefficient analysis were used to determine whether or not the data were homogeneously distributed, or whether the sample found within the parameters of the study would be adequate for factor analysis. Factor analysis can be performed with a minimum number of participants if certain features are met, as indicated by the Kaiser-Meyer Olkin (KMO) coefficient. The results of the Bartlett's Sphericity test indicate the significance of the associations.

During the factor analysis stage, the rotation approach was applied to get more specific information about the scale structure. The vertical rotation technique was included among the rotation techniques. The Varimax rotation approach, one of the orthogonal rotation techniques, was employed to create a measurement instrument that would gather the greatest amount of data with the fewest items by lowering the number of variables. When determining the simple structure, the Varimax rotation technique prioritizes the columns of the factor loading matrix. Rotation is then carried out to guarantee that the factor structure is maximized.

Furthermore, Cronbach Alpha reliability analyses were performed to determine the internal consistency of a single scale measurement, eliminating the requirement for several applications for the reliability analyses of the developing factors. In conclusion, the data from the draft scale form were analyzed using the SPSS statistical program during the data analysis phase of the scale creation process. In addition to conducting analyses of validity and reliability, component analysis was used to evaluate the draft scale's concept validity. Reliability analyses were carried out independently for the full scale, sub-factors, and scale items in each sub-factor following the exploratory factor analysis. Next, confirmatory factor analysis was performed using the LISREL statistical tool to assess the construct validity of the scale..

## **2.2. Qualitative Research**

The study on code-switching in Azerbaijani EFL classrooms used a qualitative research methodology that was comprehensive and extensive, intended to investigate the phenomenon in depth from multiple perspectives.

Twenty classroom sessions' worth of audio recordings and in-person observations were included in the study. These observations were painstakingly recorded, and subsequently the transcript was created to capture specific examples of code-switching, student-teacher interactions, and classroom dynamics.

Semi-structured interviews were carried out with a subset of students and all the teachers who were part of the study. The purpose of these interviews was to discover more about the participants' opinions on code-switching, how they felt about its application in the classroom, and how they thought it affected student learning. Teachers and students from the EFL classrooms of Khazar University participated. Particular focus was placed on their linguistic backgrounds and their experiences with code-switching.

Code-switching events were precisely analyzed thanks to the verbatim account of verbal exchanges provided by classroom interactions that were recorded. The interviews were both transcribed and recorded. The purpose of the interview format was to provide participants the opportunity to consider how they use language and how they see code-switching. Throughout the observation process, the researcher meticulously documented contextual elements and nonverbal indicators that audio recordings would have missed. The use and effects of code-switching were examined via the lens of themes and patterns found in data from classroom recordings and interviews.

In order to comprehend variations in behaviors and attitudes, the study examined occurrences of code-switching among various teachers and classrooms. All participants gave their agreement for the study to capture and use their data, ensuring that ethical standards were respected. Participants were made aware of the study's objectives and their freedom to discontinue participation at any moment.



## CHAPTER III. RESULT AND DISCUSSION

### 3.1. Quantitative Research

After the pilot application, exploratory factor analysis was applied to the data obtained from freshman Khazar University students taking English lessons in Baku in the 2023-2024 academic year to test the construct validity of the scale. For this purpose, it was first checked whether the data obtained from the trial application was suitable for factor analysis. The results of the Kaiser-Meyer-Olkin (KMO) and Bartlett tests, which show whether the data are suitable for factor analysis, are shown in Table 1.

**Table 1. KMO and Bartlett test results**

Kaiser-Meyer-Olkin Sampling Conformity Measure		0.96
Bartlett Test of Sphericity	X2	10648.21
	Sd	595
	P	000

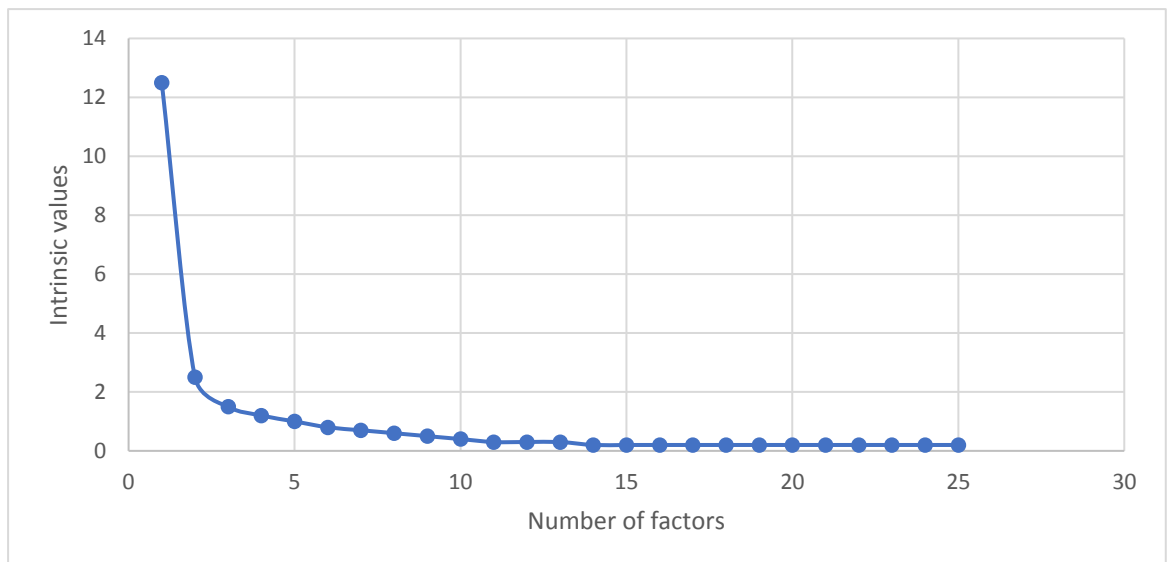
As seen in Table 1, the calculated KMO fit measure value is 0.96. According to the critical value of 0.50, they stated that factor analysis cannot be performed below this value. When the Kaiser-Meyer-Olkin value of the scale was compared to the critical value, it was concluded that "0.90-1.00" was very high. The Bartlett Test of Sphericity calculated for the same data is 10648.21 and is significant at the 0.01 level ( $X^2_{595}=10648.21$ ). These values indicate that the data obtained from the trial application can be subjected to factor analysis. It was concluded that the number of samples applied was sufficient to perform factor analysis.

Table 2 shows that there are four sub-dimensions with eigenvalues greater than 1.0. The variance explained by these four sub-dimensions is 48.27% of the total variance. Considering the initial eigenvalues, the results of the eigenvalue of the first sub-dimension (13.85), the eigenvalue of the second sub-dimension (2.52), the eigen value of the third sub-dimension (1.44) and the eigen value of the fourth sub-dimension (1.19) are 1.0. Since it is larger than the value, the scale is represented as four sub-dimensions.

**Table 2. Eigenvalues and explanation variances of sub-dimensions**

Subdimensions	Initial Eigenvalue			Total After Varimax Rotation		
	Total	Var %	kmo %	Total	Var %	kmo %
1	13.85	39.58	39.58	9.85	28.13	28.13
2	2.52	7.20	46.78	2.89	8.26	36.38
3	1.44	4.10	50.88	2.32	6.62	43.01
4	1.19	3.39	54.27	1.84	5.26	48.27

Additionally, it was concluded that 48.27% of the variance explained by the scale in the four sub-dimensions had an acceptable level of explanation variance. While the variance values explained by the pre-rotation and post-rotation sub-dimensions decrease in the first sub-dimension; These values increased in the second sub-dimension, third sub-dimension and fourth sub-dimension. The variance value explained by the first sub-dimension is 28.13% of the total variance, the variance value explained by the second sub-dimension is 8.26% of the total variance, the variance value explained by the third sub-dimension is 6.62% of the total variance, and the variance explained by the fourth sub-dimension is 5.26% of the total variance. constitutes.



**Figure 1. Scree plot of the Beliefs About Code-switching Scale**

When the scree graph in Figure 1 is examined, it is concluded that the scale shows four major breaking points, and the other breaking points are not taken into account because they are smaller than 1.0 eigenvalue. Therefore, it is shown in this graph that there are only four

breaking points with eigenvalues greater than 1.0 and that the scale is handled with four sub-dimensions. The factor loading values of the items in the trial form are given in Table 3.

**Table 3. Factor loading and item total correlation results of the items (\*\*p<0.01)**

	Subdimensions				Item Total Correlation
	1	2	3	4	R
M43	0,74				0,76(**)
M47	0,70				0,72(**)
M48	0,69				0,69(**)
M40	0,68				0,73(**)
M49	0,68				0,69(**)
M46	0,66				0,73(**)
M55	0,66				0,68(**)
M52	0,65				0,64(**)
M37	0,64				0,74(**)
M42	0,64				0,66(**)
M54	0,63				0,62(**)
M41	0,63				0,65(**)
M50	0,62				0,62(**)
M27	0,60				0,75(**)
M51	0,59				0,60(**)
M44	0,59				0,57(**)
M36	0,59				0,64(**)
M39	0,58				0,63(**)
M45	0,57				0,56(**)
M28	0,57				0,72(**)
M31	0,56				0,67(**)
M33	0,53				0,63(**)
M16	0,52				0,59(**)
M15	0,51				0,57(**)
M32	0,48				0,58(**)
M3		0,62			0,59(**)
M1		0,61			0,59(**)
M5		0,47			0,45(**)
M2		0,43			0,47(**)
M20			0,68		0,72(**)
M21			0,65		0,70(**)
M18			0,54		0,53(**)
M29				0,59	0,52(**)
M38				0,59	0,49(**)
M30				0,56	0,58(**)

In Table 3, 15., 16., 27., 28., 31., 32., 33., 36., 37., 39., 40., 41., 42., 43., 44., 45 ., 46., 47., 48., 49., 50., 51., 52., 54. and 55. items in the first sub-dimension; The 1st, 2nd, 3rd and 5th items are in the second sub-dimension; It is seen that the 18th, 20th and 21st items have the highest factor loading value in the third sub-dimension, and the 29th, 30th and 38th items have the highest factor loading value in the fourth sub-dimension. The factor loadings of the first sub-dimension items are between .48 and .74, the factor loadings of the second sub-dimension items are between .43 and .62, the factor loadings of the third sub-dimension items are between .54 and .68, and the factor loadings of the fourth sub-dimension items are between .56 and .59. It varies between . According to these load values, the scale has four factors and all items have load values that can be included in the scale. If there is a cluster of items that are highly related to a factor, this finding means that those items measure a factor together. If a variable has a factor loading of 0.3, it means that the variance explained by the factor is 9%. This level of variance is striking. As a matter of fact, regardless of its sign, a load value of 0.60 and above is high; Load values between 0.30-0.59 can be defined as medium levels. This is taken into account in variable extraction. The factor load values of the 8th, 23rd and 26th items, which were factor analyzed, are below the .40 factor load determined as the limit value, and the 4th, 6th, 7th, 9th, 10th, 11th, 12th, 13th, 14th items are below the factor load of .40, which is determined as the limit value. Since items ., 17, 19, 22, 24, 25, 34, 35, and 53 were overlapping items, they were removed from the study one by one and excluded from the analysis, and the analysis was made again. According to Tabachnick and Fidell (2001), each item was determined to be "mediocre" if its load value was 0.40 critical value. In order to increase the explanation variance of the specified sub-dimension, a factor load of .40 was determined as the limit value.

According to the results of item analysis based on item-total correlation, correlation values vary between  $r=.45(m5)$  and  $r=.76(m43)$  and are significant at the 0.01 level. The item-total correlations of the 35 items remaining in the final scale form are acceptable, that is, it can be said that the feature that can be measured in general in the scale is the same as the feature that is tried to be measured with each item, and thus, 35 items have the quality to be included in the scale. As a result of the validity studies, 35 items with factor loading values above .40 and item total correlation values above .30 were grouped under four sub-dimensions and the scale was given its final form. 25 items in the first sub-dimension are collected under the title "Openness", four items in the second sub-dimension are collected under the title "Effectiveness", three items in the third sub-dimension are collected under the title "Language Skills", and three items in the fourth sub-dimension are collected under the title "Psychological

Factors". For the naming of the sub-dimensions and the content validity of the scale (35 items), the opinions of 10 English teachers, a program development expert, a psychological counseling and guidance expert and a measurement and evaluation expert were taken. The names of the sub-dimensions of the scale developed in line with these opinions were created.

When we look at the details of the four sub-dimensions included in the Beliefs About Code-Switching Scale, the first sub-dimension, 'Code-Switching Regarding the Clarity of the Learning-Teaching Process' sub-dimension, corresponds to beliefs about code-switching in order to make the process more understandable and less confusing. Code-switching is in this context when explaining difficult topics, which are also included in the scope of the scale, and when making statements about exams when trying to reach an opinion about whether the class understands the subject or not. The second sub-dimension, 'Code-switching Regarding the Effectiveness of the Learning-Teaching Process', is related to whether code-switching increases the effectiveness of teaching and whether it facilitates the learning process. The 'Code-switching Regarding the Use of Language Skills' sub-dimension is related to the positive or negative effects of code-switching on language skills such as listening and speaking. Finally, 'Code-switching Related to Psychological Factors' also reveals the affective dimension of Code-Switching.

Confirmatory factor analysis (CFA) was applied to the data obtained to verify the 4-factor structure obtained as a result of the exploratory factor analysis of the scale used in the research. As evidence of construct validity, the suitability of the previously determined structures of the scales used in the research to Azerbaijan culture was tested. Confirmatory factor analysis (CFA) aims to evaluate to what extent a factorial model consisting of factors (latent variables) formed by many observable variables fits with real data. The model to be examined may describe a structure determined using the data of an empirical study or constructed based on a certain theory. A large number of fit index values are used to demonstrate the validity of the models established in the context of confirmatory factor analysis (CFA). In this scale model, the observed values are  $\chi^2/df < RMSEA$ .

When the values below are examined, the analysis results are expressed as to whether the scale meets the multivariate normality assumption. According to these values; multivariate kurtosis value = 1.227, this value being greater than 1.00 indicates that the multivariate normality assumption is not met. Additionally, when looking at the Skewness (skewness) and Kurtosis (kurtosis) values, p.

**Table 4. Analysis results on whether the Beliefs About Code-switching Scale meets the assumption of multivariate normality**

Distortion			Kurtosis			Skewness and kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Ki-Kare	P-Value
148.601	50.907	0.000	1589.249	30.732	0.000	3535.949	0.000

According to these results, since the multivariate normality assumption was not met, the Robust Maximum Likelihood (Robust ML) parameter estimation method was used instead of the Maximum Likelihood (ML) parameter estimation method. The model is a Level 1 4-Factor Robust ML model.

In the first CFA applied, items with statistically insignificant t values were examined. According to this analysis, no item with a non-significant t value was found. The resulting path diagram is shown in Figure 2.

**Table 5. Fit indices of the Beliefs About Code-switching Scale**

$\chi^2$	sd	$\chi^2$ /sd	CFI	NNFI	GFI	RMSEA	SRMR
1692.58	550	3,08	0,99	0,98	0,90	0,057	0,050

When the coefficients showing the relationship between the observed variables of the model showing the factorial structure of the scale and the sub-dimensions were examined, it was concluded that the fit indices were at a sufficient level. Looking at the RMSEA and SRMR values, which are the fit index and error values in Table 5, it was concluded that there was an acceptable fit. Considering the fit statistics calculated with CFA, it was decided that the 35-item structure of the scale with four previously defined sub-dimensions was generally compatible with the collected data.

When Table 6 was included, it was determined that the standardized load and t-values obtained were significant and the model was validated. The final form of the Code-switching Beliefs Scale, which emerged as a result of the factor analysis, consists of four sub-dimensions with 35 items in a 5-point Likert type (Strongly Disagree=1, Strongly Agree=5) measurement tool format. Under the first sub-dimension of the measurement tool, 'Openness', there are 25 positive items, while in the second sub-dimension, 'Effectiveness', items 26 and 27 are positive and items 28 and 29 represent the negative items under the second sub-dimension. In the third

sub-dimension, 'Language Skills', items 30, 31, and 32, and in the fourth sub-dimension named 'Psychological Factors', items 33, 34, and 35 function as negative items.

**Table 6. Standardized load and t values of the Beliefs About Code-switching Scale**

Openness			Effectiveness		
m	r <sup>2</sup>	t	m	r <sup>2</sup>	t
M1	0,41	Fixed	M26	0,84	Fixed
M2	0,53	18,49**	M27	0,80	35,26**
M3	0,54	16,88**	M28	0,23	12,12**
M4	0,55	19,53**	M29	0,33	16,07**
M5	0,53	20,01**	Language Skills		
M6	0,60	17,50**	m	r <sup>2</sup>	t
M7	0,52	16,78**	M30	0,73	Fixed
M8	0,59	16,95**	M31	0,85	30,90**
M9	0,61	17,70**	M32	0,57	21,35**
M10	0,48	17,15**	Psychological Factors		
M11	0,38	15,26**	m	r <sup>2</sup>	t
M12	0,42	14,69**	M33	0,48	Fixed
M13	0,42	14,44**	M34	0,78	19,53**
M14	0,70	17,42**	M35	0,80	19,67**
M15	0,37	15,16**			
M16	0,32	12,42**			
M17	0,57	16,51**			
M18	0,58	15,78**			
M19	0,19	9,61**			
M20	0,66	17,02**			
M21	0,62	16,84**			
M22	0,57	16,97**			
M23	0,37	14,82**			
M24	0,55	15,04**			
M25	0,48	14,45**			

It has been determined that the lowest score that can be obtained from the Code-switching Beliefs Scale by students is 35, and the highest score is 175. The maximum and minimum values that can be obtained from the four sub-dimensions of the scale are 25 and 125 for the first sub-dimension, 'code-switching related to the clarity of the learning-teaching process'. The lowest score that can be obtained from the second sub-dimension, 'code-switching related to the effectiveness of the learning-teaching process', is 4, and the highest score is 20; the lowest score that can be obtained from the third sub-dimension, 'code-switching related to the use of language skills', is 3, and the highest score is 15. From the sub-dimension of 'code-

switching related to psychological factors', the lowest score that can be obtained is 3, and the highest score is 15.

For the reliability of the scale, Cronbach's alpha internal consistency coefficients of the items determined for each dimension and in general were found and the results are shown in Table 7. Since this coefficient is calculated by taking all items into consideration, it is the coefficient that best reflects the general reliability structure of the scale compared to other coefficients.

**Table 7. Cronbach Alpha reliability coefficients for the overall scale and its sub-dimensions**

	Overall Scale	Openness	Effectiveness	Language Skills	Psychological Factors
Number of Items	35	25	4	3	3
Cronbach $\alpha$	0,94	0,95	0,73	0,80	0,71

According to Table 7, it can be said that the scale has an acceptable level of internal consistency for all dimensions. According to these results, it can be said that the reliability of all measurement tools used in the research is high. In summary, since the fit values obtained were within the acceptance limits, it was decided that the four-factor structure of the Code-switching Beliefs Scale was a usable and valid model. It was concluded that the sub-factors that make up the scale (0.95, 0.73, 0.80, 0.71) and the Cronbach Alpha reliability coefficient of the overall scale (0.94) and the correlation coefficients between the sub-factors are also indicators of the reliability of the scale.

### **3.2. Qualitative Research**

Teachers' interviews offer a thorough picture of language use in the classroom, particularly code-switching. The experiences of instructors A and B in this situation shed light on the function that code-switching serves in language learning procedures and classroom interactions. The obtained scientific results, bolstered by statements from teachers, are displayed below.

Teacher A claims that she regularly employs the code-switching technique, particularly when assisting pupils who speak Azerbaijani or Russian and struggle with language acquisition. Teacher A's approach is to assist pupils in overcoming linguistic obstacles and comprehending



difficult subjects like grammar. With this method, children can pick up the language more quickly and efficiently.

According to Teacher B, the application of code-switching differs based on the pupils' language proficiency. He employs code-switching more frequently while working with basic level pupils because of their inadequate dictionary knowledge, even though he does not need to utilize this strategy when working with kids that have a high degree of language proficiency. Teacher B highlights that when there is a misunderstanding or in circumstances where pupils are unable to communicate, using one's mother tongue helps students learn the language and enhances their learning process.

According to instructors' explanations and scientific literature, code-switching has a place and is important in language instruction. This method, which aids in overcoming language obstacles during the learning process, is crucial, particularly when learning a language for the first time (Baker, 2011; Creese & Blackledge, 2010). Studies demonstrate the advantages of utilizing the mother tongue throughout the early phases of language learning and in helping students understand new linguistic structures (Macaro, 2009).

The instructors' experiences Teachers A and B attest that the practical application of code-switching in language learning enhances students' comprehension abilities and has a favorable impact on their language acquisition process. This makes code-switching an excellent teaching tool, particularly when it comes to teaching pupils new terms and intricate grammar rules.

According to Teacher A, beginning English comprehension can be challenging for pupils, particularly those who are just starting out or are learning the language at a basic level. Code-switching was employed as an instructional strategy to help these pupils learn. Teacher A highlights that code-switching has allowed pupils to make noticeable development in their ability to speak and understand English over time.

According to Teacher B, code-switching really benefits students, particularly when it comes to conceptually difficult subjects like word definitions and grammar standards. According to Teacher B, providing explanations in the students' mother tongue when they are unable to understand what is being said in English helps the students' language acquisition process.

The impacts of code-switching on pupils' language acquisition are supported by research. Research indicates that proficient utilization of one's mother tongue, particularly for novices, is crucial for acquiring new linguistic patterns and conquering communication

obstacles (Cummins, 2007). Students who speak their native tongue have an advantage in understanding and assimilating new material more quickly, which speeds up and deepens the language acquisition process (Swain, Brooks, & Tocalli-Beller, 2002).

**Table 8. Findings from The Interviews With Teachers**

Aspect	Teacher A	Teacher B	Scientific Literature
Frequency of Use	Frequently uses code-switching with students who are Russian or Azerbaijani speakers with language barriers.	Uses code-switching variably based on students' language levels; more with basic level students.	Supports as essential in initial stages of language learning to overcome barriers (Baker, 2011; Creese & Blackledge, 2010).
Purpose and Impact	Helps students overcome language barriers and understand complex topics like grammar.	Supports language learning and aids in situations where students struggle to express or understand.	Shows benefits in comprehension of new language structures, especially beneficial in initial learning stages (Macaro, 2009).
Effects on Learning	Code-switching facilitates faster and more effective language learning.	Particularly helpful with challenging topics like grammar rules and word meanings.	Strategic use of native language aids in learning new structures and overcoming barriers (Cummins, 2007).
Classroom Participation	Initially causes hesitation but eventually increases comfort, engagement, and motivation in using English.	Lack of code-switching can demotivate students, especially those with low language skills.	Positive effects on motivation and engagement, making learning more meaningful and accessible (Turnbull & Arnett, 2002).
Methodology	Employs activities to improve vocabulary and sentence structure to enhance language skills.	Uses synonyms, different expressions, and short explanations in the native language to aid understanding.	Supports that providing explanations in the native language enhances student confidence and participation (Myers-Scotton, 2006).
Applicability Levels	Useful at beginner and basic levels; not needed as much at more advanced levels.	Useful for enabling participation in discussions but can reduce English speaking practice.	—

According to Teacher A, code-switching made pupils hesitant to communicate in English, particularly in the beginning of the course. He did stress, though, that as time went on,

this approach helped pupils become more at ease speaking the language, which increased their engagement in class. As their level of language proficiency increased, students' motivation and engagement levels increased.

According to Teacher B, children get demotivated and less motivated when code-switching is not used. Students who struggled to participate in class, particularly those with little language proficiency, felt that their freedom of expression was curtailed. Code-switching allowed these pupils to voice their opinions, which enhanced classroom engagement and interaction.

The beneficial impacts of code-switching on student motivation and classroom engagement are supported by language learning literature. Studies indicate that providing explanations in the students' mother tongue increases the significance and ease of learning, particularly for newcomers (Turnbull & Arnett, 2002). Students who receive assistance in a language they can understand become more self-assured and engage more fully in class activities (Myers-Scotton, 2006).

The instructors' experiences Teachers A and B stress how crucial it is for students to be able to express themselves during the language learning process. By enabling more comfortable expression of their own ideas, code-switching encourages pupils to be more engaged and motivated in their language learning process.

According to Teachers A and B, they employ a variety of techniques to help students grasp concepts. According to Teacher A, she engages in activities that help pupils use more vocabulary and construct better sentences in order to improve their language proficiency. Conversely, Teacher B helps students who struggle with concepts by providing brief explanations in her own language and supporting students' understanding through the use of synonyms and alternative idioms.

According to Teacher A, code-switching is helpful at the beginning and fundamental levels but not at the higher ones. Code-switching, according to Teacher B, is a technique that lets students participate in debates and classes, but it can also make it harder for them to practice speaking English.

The critical insights and empirical data from the interviews with teachers Teacher A and Teacher B about the application of code-switching in language learning contexts are summarized in the table-format organized summary that follows. The objective of this table is to provide the data in an easily comprehensible way, highlighting the significance of code-switching as explained by the educators and bolstered by empirical evidence.

The ways in which Teacher A's and Teacher B's experiences correspond with the body of scientific research on the function and consequences of code-switching in classrooms are shown in this table. It emphasizes the advantages and clever applications of code-switching to improve classroom engagement, speed up language acquisition, and boost student enthusiasm and engagement.

The consistency of instructional materials, in-class interactions, and learning methodologies were the main topics of observation in the second half of this study, which involved four distinct groups. Every group showcased distinct dynamics and pedagogical approaches, exposing variations and obstacles in their educational journeys.

The code-switching procedures used in Azerbaijani English-medium classrooms are thoroughly revealed by the investigation of Group W. Language change dynamics between educators and learners have been recognized as critical elements influencing the learning process within this group. The use of Azerbaijani and English by the teacher during lectures is highlighted in Group W as one of their instructional tactics. The use of the teacher's native tongue to make material more understandable, particularly when it comes to unfamiliar or difficult subjects, is seen as an instructional strategy that enhances student learning. Students are better able to understand the course materials as a result, and classroom interaction is also improved.

One aspect of Group W that is regularly noticed in student-to-student interactions is language swapping. Both when discussing official course material and when conversing more casually and comfortably, students go back to their mother tongues, allowing them to express themselves freely and having the chance to interact with their classmates more successfully. Students alternate between Azerbaijani and English when conversing with their friends in order to promote social interaction and knowledge sharing.

The incorporation of regional cultural idioms and components into instruction by both teachers and students is a crucial component of language change. This is particularly clear when discussing sensitive cultural subjects or using certain phrases. When expressing ideas that represent their culture, students typically employ their mother tongue, which adds relevance and significance to the learning materials.

Through the purposeful use of language exchange, the teacher in Group W hopes to improve both the flow of the class and the students' engagement with the course topics. This method aids to fostering a more inclusive learning environment and lessens the challenges that students have when learning a language.

The GrupX review provides a detailed account of the code-switching strategies used in Azerbaijani classrooms that teach English. The dynamics of linguistic interchange between instructors and students in this group significantly impacted the learning process. The topics of discussion in Group X were test-taking strategies and language instruction. Specifically, Nargiz and her companions from the group brought attention to the issues with censorship that arise in educational materials as well as the variations in content among textbooks. For instance, images of female students in certain textbooks are printed entirely absent or with alternative attire, which has caused confusion and discussion among students. These variations point to a lack of uniformity and openness in the way that students are able to access the course materials.

To improve pupils' comprehension when teaching English, Group X's teacher alternates between Azerbaijani and English regularly. This is particularly noticeable when presenting unfamiliar or challenging ideas. Students learn course contents more efficiently and develop their linguistic framework when teachers utilize their local tongue to explain concepts and provide instructions.

During group projects and peer interactions, students in Group X frequently switch back to their original tongue. In order to support freedom of expression and information sharing, this is crucial. In order to communicate more naturally and fluently, students alternate between English and Azerbaijani, which enhances interaction and adds significance to the learning process.

Students in Group X commonly employ both their native tongue and idioms and cultural references from the area. The course material can be more deeply incorporated into the cultural setting thanks to this application. In this situation, educators include students' cultural identities into their lesson plans to enhance the interest and accessibility of the learning materials.

Both the teacher's unique teaching methods and the general language policies influence the language exchange practices in Group X. The instructor supports the learning process and promotes student participation through language exchange. Students can learn new language structures and enhance their language proficiency with this tactical strategy.

In-depth observations on Group V looked at how code-switching affected the instruction and learning processes in Azerbaijani English language courses. This group's exchanges between students and teachers amply illustrate the function and significance of language exchange in education..

To better comprehend and convey the content, students contrast phrases from Azerbaijani and English. For instance, they employed the Azerbaijani phrase "rahat ve uyğun"

to mean "comfortable". Students benefit from using their native tongues as they pick up new linguistic structures. This is particularly evident when lexical and grammatical structures are being combined. Grammatical terminology like "preposition" are explained in Azerbaijani and examples are provided to help users comprehend their meaning. They continuously translate with counterparts in their native tongue while they study English. They become more engaged in language acquisition and are able to make connections between their linguistic structures because to this process. For instance, they translated the word "draft" from Azerbaijani to "qaralama" to illustrate what the initial draft of a written work entails.

During the lesson, the Group V teacher alternated between speaking in English and Azerbaijani, which helped the pupils comprehend the course material better. Students learn subjects more quickly and efficiently when teachers explain them in their native tongue, especially when it comes to difficult ideas or crucial instructions. This method gives pupils the chance to absorb the material in the course more fully.

During classroom interactions, students in Group V have a tendency to regularly return to their original language. Particularly in a welcoming and encouraging setting, students alternate between speaking Azerbaijani and English when exchanging information or conversing with friends. Students can now communicate more successfully in social and academic contexts.

Students in Group V primarily speak in their mother tongue while using regional vernacular or cultural allusions. Through this approach, students are able to incorporate their own cultural settings into the courses and understand the course material accordingly. Teachers reinforce students' cultural identities while also adding interest and significance to the learning materials by supporting this circumstance.

Language interchange activities in Group V are significantly shaped by teaching strategies and language policy. The instructor use language interaction to improve comprehension of the course materials and to motivate student participation. With the use of this technique, kids may communicate more fluently and engage with the curriculum more successfully.

The Group T study provides a detailed account of the code-switching methods used in Azerbaijani foreign language programs taught in English. The interactions between the professors and students in this group amply illustrate how language change affects the educational process.

Group T was tasked with creating brief articles on the relationship between society and transportation. Grammar rules and proper word usage were the main topics of Group T's in-class discussions, and the teacher continuously provided feedback to the students on these topics. This procedure highlights the value of methodical real-world application in language acquisition.

Group T was particularly interested in the central issue, which was the function of transportation networks in society. By penning brief pieces on the topic, the group aimed to reinforce new word usage as well as grammatical structures. The teacher continuously gave the students comments on proper word usage and grammar rules during this process, which helped them become more proficient in grammar.

Through Group T's in-class activities, students were able to put their theoretical knowledge to use in a real-world setting. For instance, students had to do a thorough analysis of the topic when talking about how transportation affects society since they were required to demonstrate both their verbal and intellectual abilities. Students' critical thinking abilities and academic writing abilities were enhanced by these class conversations.

The interview transcript contains instances of language change or code-switching that demonstrate the participants' capacity to communicate by combining various language structures. Both native Azerbaijani and English terminology and expressions are used by the participants. One student, for instance, translated "demək olar ki" as "almost" into English. "Sıxlıq" is translated as "congestion" by another student. These scenarios demonstrate students' proficiency flipping between languages and their methods for conveying ideas in tandem with two languages.

By actively utilizing vocabulary from many languages, kids are demonstrating through their language use how to bridge language gaps. Furthermore, code-switching seems to be a useful technique in language learning; by asking questions about statements in their native tongue that they do not understand, students discover and apply the appropriate translations. This enhances students' linguistic flexibility and their capacity for translating between languages.

Furthermore, participants frequently turn to their mother tongue in order to get around obstacles they have when learning English, suggesting that they have improved their linguistic agility and capacity for multilingual communication. Code swapping is becoming a popular method for getting around linguistic obstacles and improving comprehension. This suggests

that individuals are more prepared to acquire the language and get beyond the obstacles they face on a daily basis relating to it.

Data presentation and analysis play a significant role in scientific research. Through interactions between students and teachers, the success of the methods and materials utilized in education can be assessed using the data in this text. It is possible to assess how much interaction students have with the offered instructional resources and how much this engagement contributes to their learning process.

The work addresses, for instance, the disparities in the material included in students' textbooks and how these variations affect learning. Students ran into issues including having different pictures in their books and having part of the text suppressed. This demonstrates how uniformity in instructional materials can be detrimental to students' academic performance. These kinds of observations can be utilized scientifically to examine how student achievement is affected by the quality and consistency of the resources used in education.

Furthermore, a significant factor in determining students' enthusiasm to learn is the way they interact with teachers throughout class. It was noted in the text that games and group projects helped students absorb the course material more efficiently. These exchanges offer proof of the efficacy of student-centered learning strategies.

**Table 9. Group W, X, V and T' code-switching applications**

<b>Groups</b>	<b>Application and Observation</b>	<b>Impact and Importance</b>
<b>Group W</b>	Language exchange is carried out between English and Azerbaijani in the lessons. The teacher incorporates local cultural elements and idioms into course materials to increase students' understanding.	Language exchange enables students to communicate more effectively both academically and socially. Cultural context makes learning materials more interesting and meaningful.
<b>Group X</b>	The teacher uses the native language when introducing new or difficult concepts. Students return to their native language during group work and peer-to-peer interactions.	Language exchange supports the development of students' language skills by making the learning process more interactive and meaningful. Course materials integrate with students' cultural identities.
<b>Group V</b>	The teacher switches between English and Azerbaijani in the lesson to reinforce grammatical structures and vocabulary. Students switch languages during classroom interactions and conversations with friends.	Language exchange allows students to learn new language structures and comprehend course content more deeply. This increases students' language skills and interaction with educational materials.



<b>Group T</b>	English and Azerbaijani are used in the lessons. Students develop their language skills in a hands-on way by writing short articles about the role of transport systems in society.	Language exchange enables students to both apply theoretical knowledge in a practical context and improve their academic writing skills. Switching between languages gives students flexibility in language and helps them understand the meaning better.
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The table 9 offers information regarding the role language exchange activities play in education as well as an overview of how these practices have impacted student interactions and learning processes in various groupings. The effects of language policies and instructional techniques on the learning processes were assessed for each group.

Intra-sentential code-switching is employed more often in Azerbaijani EFL classes than inter-sentential and tag switching. A high degree of linguistic proficiency is required for intra-sentential code-switching, which is the act of switching languages within a single sentence. This kind of code-switching is very common since it shows a high degree of bilingualism and enables speakers to smoothly move between languages within phrases, which can improve clarity and cultural nuance in communication.

Group W uses code-switching to improve social and intellectual communication. By using regional cultural idioms and components, the instructor improves comprehension in the classroom and creates more interesting and culturally relevant learning materials. Here in Group X, code-switching functions as an instructional tool, especially when presenting unfamiliar or difficult ideas. To make learning more dynamic and to better integrate the course material with the students' cultural identities, teachers and students alternate between speaking Azerbaijani and English.

To better clarify vocabulary and grammatical structures, the teacher in Group V uses code-switching. During classroom discussions, students utilize both languages, which enhances their language proficiency and helps them comprehend the course material more thoroughly. Group T concentrates on using language skills in real-world contexts, such as composing brief articles. Through the strategic use of both English and Azerbaijani, code-switching is employed to improve academic writing skills and promote comprehension of complicated subjects.

When students initiate the process of code-switching, they frequently go back to their home tongue, particularly when expressing complicated thoughts or when their vocabulary in English is limited. This method not only makes complex ideas easier for children to understand, but it also motivates them to participate more actively in the learning process. Teachers use language switches to make sure all pupils get the material, particularly when introducing new

words or intricate grammatical constructions. This tactic encourages comprehension and involvement from pupils, especially those with lower English proficiency.

In Azerbaijani EFL classrooms, code-switching is seen favorably by both teachers and students, who see it as a useful technique for improving the learning process. Students view code-switching as very helpful, especially when it comes to explaining difficult ideas and directions. It makes new material easier for them to comprehend and retain, particularly when complex grammatical concepts or foreign words are presented in their native tongue. This approach reduces anxiety in addition to improving understanding, which encourages students to actively participate in the learning process.

Instructors are also in favor of code-switching, and they use it deliberately to improve understanding and guarantee that all students, regardless of English skill, can follow the courses. It is an essential tool for controlling classroom behavior, keeping students' attention, and encouraging a deeper comprehension of the material. In multilingual classrooms, where it promotes inclusivity and helps close linguistic gaps, teachers find it very helpful.

Both parties agree that by honoring and incorporating students' language and cultural identities into classroom instruction, code-switching improves the educational experience. This approach is considered as a celebration of linguistic variety that fosters a more welcoming and productive classroom.

In Azerbaijani EFL classrooms, code-switching serves a variety of pedagogical and communicative purposes for both teachers and students. When faced with difficult ideas, words, or instructions, students frequently turn back to their mother tongue. This improves their comprehension and retention by enabling students to connect newly learned material with their preexisting linguistic framework. Students use their first language to express complicated ideas or queries when they don't have the vocabulary in English, which helps them participate meaningfully in class discussions. In addition to facilitating peer relationships, code-switching makes it possible for students to communicate more easily and efficiently, which creates a more relaxed and welcoming learning atmosphere. In order to make the educational material more relevant and interesting, students incorporate their cultural and personal identities into their learning through the use of their mother tongue.

When teaching difficult language or conceptual content, teachers transition to the students' native tongue in order to make instructions clear. This guarantees that every student, irrespective of their English skill level, comprehends the lectures completely. Teachers can better control classroom dynamics and hold students' attention by deliberately adopting their

first language. This method aids in behavior control and facilitates the transition between formal and informal communication registers to fit various educational environments. As a pedagogical technique, teachers use code-switching to help pupils connect with English and their original tongue.

This approach promotes bilingual development by assisting pupils in making comparisons and contrasts between linguistic structures. By promoting an atmosphere where linguistic diversity is acknowledged and appreciated, code-switching helps students see their multilingualism as a strength. These goals emphasize how code-switching can be used dynamically in EFL classrooms as a pedagogical and communicative tool to respect linguistic diversity, improve learning, and promote inclusivity.

In Azerbaijani EFL classrooms, code-switching is a common and essential part of the teaching and learning process. Teachers and students can improve comprehension by intentionally using code-switching, particularly when working with language or concepts that are difficult to understand. With this approach, students of various skill levels can more successfully understand the course material. Code-switching is a common strategy used to close communication gaps between students' comprehension and the teacher's instructions, fostering a more inclusive and productive learning environment.

In addition to helping students understand complex ideas, teachers can help them become bilingual by using code-switching to highlight the parallels and discrepancies between English and the students' home tongue. pupils' nervousness is lessened in the classroom when native tongues are spoken, especially by newcomers or pupils whose English is not their first language. Students are more inclined to participate and engage more actively in their learning process when they feel more at ease. Frequently, the frequency and style of code-switching are customized to meet the requirements of the pupils based on their degree of skill and the intricacy of the subjects being taught.

## CONCLUSION

### Limitations

The sample size and diversity used in the research have a significant impact on the generalizability of the findings. When research is conducted on a sample that is small or representative of a specific group, the results may not be applicable to a broad population. Therefore, studies conducted with larger and more diverse samples may ensure that the findings are more reliable and generally valid.

Secondly, it is also a limitation that the research is based on cross-sectional or longitudinal data type. Because cross-sectional studies only reflect the situation at a specific point in time, it can be difficult to make definitive inferences about causality. Longitudinal studies can provide more in-depth information about the development and maintenance of sleep disorders and mood disorders by tracking changes over time.

The validity and reliability of the measurement tools used in the research also have a significant impact on the findings. If the measurement tools used are not well validated, the results obtained may be less reliable. Therefore, using well-validated and reliable measurement tools increases the reliability of the research.

### Conclusion

This study has critically examined the prevalence and implications of code-switching in English as a Foreign Language (EFL) classrooms in Azerbaijan. Our findings indicate that code-switching is a pervasive and significant component of classroom interactions, which serves multiple pedagogical and communicative functions. Both students and teachers frequently employ code-switching as a strategic tool to facilitate understanding, bridge cultural and linguistic gaps, and enhance the learning environment.

The literature review has explored the multifaceted role of code-switching in EFL classrooms, particularly in the context of Azerbaijan. It has underscored the pedagogical benefits and challenges of this linguistic practice, reflecting its prevalence and significance in bilingual and multilingual educational settings. The review highlights that code-switching is not merely a communicative tactic but a complex, strategic tool that facilitates learning, enhances student engagement, and bridges cultural and linguistic gaps.

Throughout the studies reviewed, it is evident that code-switching serves several essential functions in EFL classrooms. It aids in clarifying complex concepts, reduces learner

anxiety, and supports the inclusion of cultural relevance in lessons. Furthermore, the ability to switch between languages is shown to enhance cognitive flexibility and metalinguistic awareness among learners, preparing them for the demands of a globalized world. However, the implementation of code-switching is not without its challenges. The need for a balanced approach is crucial, as excessive reliance on the native language may hinder full immersion and proficiency in English. Educators must be adept in both languages to use code-switching effectively and should receive ongoing professional development to refine their strategies.

As Azerbaijan continues to integrate into the global community, the strategic use of code-switching in EFL classrooms will remain a vital component of language education. It not only respects the linguistic diversity of the student population but also enhances the overall efficacy of language learning by aligning with students' cognitive and social realities. Future research should continue to explore innovative approaches to integrate code-switching into pedagogy effectively, ensuring that it contributes positively to the students' linguistic and educational achievements in a rapidly changing world.

The quantitative research segment centered on the development and validation of a "Beliefs about Code-switching Scale". This scale was rigorously tested through methods including exploratory and confirmatory factor analysis, ensuring its reliability and validity. The robust methodological framework employed in the quantitative study allowed for precise measurement of students' beliefs and attitudes towards code-switching, thereby providing quantifiable data to support the research hypotheses.

Conversely, the qualitative research component enriched the study by capturing the nuanced perspectives of teachers and students through interviews and classroom observations. These methods facilitated an in-depth exploration of the practical applications and implications of code-switching in a naturalistic educational setting. The qualitative insights highlighted the contextual factors that influence code-switching practices, revealing how they are perceived and employed by both teachers and students to facilitate language learning and classroom interaction.

The strategic use of code-switching by teachers, particularly for explaining grammar rules, classroom instructions, and cultural nuances, underscores its value as a bridge between the students' native language and English. This bilingual strategy not only aids comprehension but also supports the emotional and social well-being of students, thereby contributing positively to the educational outcomes. This research contributes to the broader academic discourse on multilingual education by providing empirical evidence from the Azerbaijani

context, which has been underrepresented in global discussions on bilingual education strategies. For EFL educators in Azerbaijan and similar multilingual settings, this study offers evidence-based insights into the nuanced role of code-switching in enhancing pedagogical effectiveness and student engagement.

Intra-sentential code-switching is employed more often in Azerbaijani EFL classes than inter-sentential and tag switching. A high degree of linguistic proficiency is required for intra-sentential code-switching, which is the act of switching languages within a single sentence. This kind of code-switching is very common since it shows a high degree of bilingualism and enables speakers to smoothly move between languages within phrases, which can improve clarity and cultural nuance in communication.

Group W uses code-switching to improve social and intellectual communication. By using regional cultural idioms and components, the instructor improves comprehension in the classroom and creates more interesting and culturally relevant learning materials. Here in Group X, code-switching functions as an instructional tool, especially when presenting unfamiliar or difficult ideas. To make learning more dynamic and to better integrate the course material with the students' cultural identities, teachers and students alternate between speaking Azerbaijani and English.

To better clarify vocabulary and grammatical structures, the teacher in Group V uses code-switching. During classroom discussions, students utilize both languages, which enhances their language proficiency and helps them comprehend the course material more thoroughly. Group T concentrates on using language skills in real-world contexts, such as composing brief articles. Through the strategic use of both English and Azerbaijani, code-switching is employed to improve academic writing skills and promote comprehension of complicated subjects.

When students initiate the process of code-switching, they frequently go back to their home tongue, particularly when expressing complicated thoughts or when their vocabulary in English is limited. This method not only makes complex ideas easier for children to understand, but it also motivates them to participate more actively in the learning process. Teachers use language switches to make sure all pupils get the material, particularly when introducing new words or intricate grammatical constructions. This tactic encourages comprehension and involvement from pupils, especially those with lower English proficiency.

In Azerbaijani EFL classrooms, code-switching is seen favorably by both teachers and students, who see it as a useful technique for improving the learning process. Students view code-switching as very helpful, especially when it comes to explaining difficult ideas and

directions. It makes new material easier for them to comprehend and retain, particularly when complex grammatical concepts or foreign words are presented in their native tongue. This approach reduces anxiety in addition to improving understanding, which encourages students to actively participate in the learning process.

Instructors are also in favor of code-switching, and they use it deliberately to improve understanding and guarantee that all students, regardless of English skill, can follow the courses. It is an essential tool for controlling classroom behavior, keeping students' attention, and encouraging a deeper comprehension of the material. In multilingual classrooms, where it promotes inclusivity and helps close linguistic gaps, teachers find it very helpful.

Both parties agree that by honoring and incorporating students' language and cultural identities into classroom instruction, code-switching improves the educational experience. This approach is considered as a celebration of linguistic variety that fosters a more welcoming and productive classroom.

In Azerbaijani EFL classrooms, code-switching serves a variety of pedagogical and communicative purposes for both teachers and students. When faced with difficult ideas, words, or instructions, students frequently turn back to their mother tongue. This improves their comprehension and retention by enabling students to connect newly learned material with their preexisting linguistic framework. Students use their first language to express complicated ideas or queries when they don't have the vocabulary in English, which helps them participate meaningfully in class discussions. In addition to facilitating peer relationships, code-switching makes it possible for students to communicate more easily and efficiently, which creates a more relaxed and welcoming learning atmosphere. In order to make the educational material more relevant and interesting, students incorporate their cultural and personal identities into their learning through the use of their mother tongue.

When teaching difficult language or conceptual content, teachers transition to the students' native tongue in order to make instructions clear. This guarantees that every student, irrespective of their English skill level, comprehends the lectures completely. Teachers can better control classroom dynamics and hold students' attention by deliberately adopting their first language. This method aids in behavior control and facilitates the transition between formal and informal communication registers to fit various educational environments. As a pedagogical technique, teachers use code-switching to help pupils connect with English and their original tongue.

This approach promotes bilingual development by assisting pupils in making comparisons and contrasts between linguistic structures. By promoting an atmosphere where linguistic diversity is acknowledged and appreciated, code-switching helps students see their multilingualism as a strength. These goals emphasize how code-switching can be used dynamically in EFL classrooms as a pedagogical and communicative tool to respect linguistic diversity, improve learning, and promote inclusivity.

In Azerbaijani EFL classrooms, code-switching is a common and essential part of the teaching and learning process. Teachers and students can improve comprehension by intentionally using code-switching, particularly when working with language or concepts that are difficult to understand. With this approach, students of various skill levels can more successfully understand the course material. Code-switching is a common strategy used to close communication gaps between students' comprehension and the teacher's instructions, fostering a more inclusive and productive learning environment.

In addition to helping students understand complex ideas, teachers can help them become bilingual by using code-switching to highlight the parallels and discrepancies between English and the students' home tongue. pupils' nervousness is lessened in the classroom when native tongues are spoken, especially by newcomers or pupils whose English is not their first language. Students are more inclined to participate and engage more actively in their learning process when they feel more at ease. Frequently, the frequency and style of code-switching are customized to meet the requirements of the pupils based on their degree of skill and the intricacy of the subjects being taught.

Together, these methodologies underscored the complexity of code-switching as a communicative and pedagogical strategy within bilingual education settings. By integrating quantitative and qualitative data, the study offers a comprehensive analysis that not only assesses the prevalence and patterns of code-switching but also provides a deeper understanding of its pedagogical value and impact on students' language development and classroom dynamics.

This mixed method approach not only validates the multifaceted nature of code-switching in educational contexts but also sets a foundation for further research. Future studies could expand on these findings by exploring longitudinal effects of code-switching practices or by comparing different educational contexts within Azerbaijan or in other multilingual settings. The methodologies described herein serve as a robust model for such investigations, potentially



guiding educational policies and teaching strategies to optimize the benefits of bilingual education systems.

As the educational landscape continues to evolve, it is recommended that EFL practitioners and policy makers in Azerbaijan consider the findings of this study to refine language teaching strategies that embrace linguistic diversity as a resource rather than a challenge. Further research is encouraged to explore longitudinal impacts of code-switching practices and to develop frameworks for training teachers to use code-switching effectively as a pedagogical tool.

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## APPENDIX

### Abstract

This study investigates the role of code-switching in English as a Foreign Language (EFL) classrooms at the University of Khazar, focusing on types, initiation patterns, and discourse functions. With the aim of understanding how code-switching occurs in Azerbaijani EFL classrooms, its impact on teacher and student attitudes, and its effects on the learning process, the research fills existing knowledge gaps in this area and offers insights for developing more effective teaching strategies in multilingual educational settings. The study involved four classrooms and a total of 20 lessons were observed and recorded on audio, and these recordings, along with the researcher's notes, were transcribed. To distinguish between conscious and unconscious usage of code-switching in EFL classrooms, two groups were informed about code-switching before the study. Subsequently, interviews were conducted with all teachers and several selected students to determine their perspectives on code-switching. The interview was taken in a situation in which participants could reflect on their own verbal expressions. According to observations, students demonstrated a significant use of code-switching, with a higher frequency of student-initiated code-switching, while less code-switching occurred in teachers' speech. Teachers were also concerned about students' test results, indicating a lack of understanding of the material in English. Consequently, the teacher employed code-switching as a learning strategy to facilitate a smoother teaching and learning process. This aligned with the notion that students may struggle to comprehend the material if delivered solely in English. Code-switching was inevitable in teachers' speech during giving instructions, explaining grammar rules, classroom management, and making jokes. The study addressed both theoretical and practical aspects of code-switching, aiming to offer guidance for EFL educators in Azerbaijan and contribute to the advancement of EFL education.

*Keywords: Code-switching, EFL classrooms, functions of code-switching, training, Azerbaijan, Khazar University*

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Beliefs about Code-switching Scale

Please mark with a × sign the part of the Code-Switching Beliefs Scale below that best suits you: "1-Strongly Agree, 2-Agree, 3-Partially Agree, 4-Disagree, 5-Strongly Disagree".

\*Target language: English

\*\* Main language: Azerbaijan

	1	2	3	4	5
Sub-dimension I: Code-switching regarding the clarity of the learning-teaching process					
Teachers can use Azerbaijan when emphasizing important points.					
When students experience distraction, teachers can use Azerbaijan.					
When students are reluctant towards the lesson, teachers can use Azerbaijan.					
The use of Azerbaijan is necessary to clarify whether a topic is understood or not.					
Teachers should use Azerbaijan when explaining difficult-to-understand topics.					
Teachers should use both English and Azerbaijan to ensure motivation.					
It may be effective for teachers to use Azerbaijan to explain the differences between Azerbaijan and English.					
Students can use Azerbaijan to make sure they understand what their teachers are explaining correctly.					
Using both English and Azerbaijan is a problem-solving strategy.					
Azerbaijan can be used when explaining a term or subject (metalanguage) belonging to a certain field.					
Teachers should use Azerbaijan when making explanations about exams.					
If the subject covers issues related to culture and history, Azerbaijan can be used.					
Teachers should use Azerbaijan when explaining topics in writing classes.					
Students follow the lesson more easily when both English and Azerbaijan are used.					
Teachers, not all of what they say; They should say the Azerbaijan equivalents of the keywords.					
Teachers can use Azerbaijan while maintaining classroom discipline.					
Using both English and Azerbaijan when explaining grammar makes learning English easier.					
The use of Azerbaijan allows students to explain to each other for educational purposes.					
Teachers should use Azerbaijan when telling jokes in class.					
Using both English and Azerbaijan ensures that students enjoy the course.					

Teachers should use both English and Azerbaijan to explain what is done during activities.					
It may be effective for teachers to use Azerbaijan to explain the similarities between Azerbaijan and English.					
Azerbaijan should be used in teaching abstract words.					
Teachers should use Azerbaijan to draw students' attention to the subject.					
Using both English and Azerbaijan saves time					
Sub-dimension II: Code-switching regarding the effectiveness of learning-teaching					
Teachers' use of both English and Azerbaijan increases the effectiveness of teaching					
Teachers' use of both English and Azerbaijan facilitates the English learning process.					
The teacher's use of both English and Azerbaijan confuses the students.					
Switching to Azerbaijan hinders foreign language learning					
Subdimension III: Code-switching regarding the use of language skills					
Using Azerbaijan negatively affects students' listening skills.					
Using Azerbaijan negatively affects students' speaking skills.					
Students' use of Azerbaijan may become a habit over time.					
Sub-dimension IV: Code-switching regarding psychological factors					
When teachers use only English, it shows that they trust their students' abilities.					
The importance of English should be shown to students by using only English.					
Using only English gives students a sense of accomplishment					

## Appendix 2-Examples

Example: T: do we have other words? No? Well, “football beach”, guys, it’s a place where people can play football. So we call it football beach- futbol meydançası.

T: What is the meaning of “fitness instructor”? It’s a person who teaches how to do exercise.

T: guys, do you know what is “twins”

S: yes, they are the same.

T: yes they look like each other, but their personalities are different. Right?

S: yes.

T: so in this case ee can say that we may have the same appearance, but different opinions.

T: let’s look at the other words. “Reason” what is reason?

S: cause?

T: yes, cause.

T: do you know translation?

S: it means “səbəb”

Th: yes. And we use the transition “because” to show a reason

Th: Read exercise 4, 3rd sentence

S: Comfortable, Convenient

Th: yes, comfortable and convenient - rahat ve uyğun

Th: what kind of houses would you like to have? Large or small?

S: I want a small house because big houses can be dangerous

Th: why are they dangerous? Why do you think so?

S: otağın digər tərəfindən ses gəlir o da qorxulu olur.

Th: let's talk about ur best friends. Who's your best friend?

S: my best friend is also my classmate.

Th: are you still friends?

S: yes, 8 years

S1: My best friend is my groupmate. We firstly met on instagram.

Th: on instagram? How?

S1: yes, Cavablar çıxanda

Th: when you see your results?

S1: yes

Th: how did you find each other?

S1: comentlərdə

Th: in English please

S2: in khazar university account

S1: Teacher, post paylaşmışdılar, onun altında yazırdıq ki, kim bu fakültəyə düşüb.

Th: speak in English. Well, you saw the post about Khazar university and started asking questions about your faculties, then you started talking to each other. Now you are friends. Ok, that's ok.

S3: my best friend is my classmate, but now we cannot see each other.

Th: but you keep in touch with her, right?

S3: yes, but məktəbdə

Th: at school, in English please

S3: yes, at school we always were together.

S4: men de danışım?

Th: danışım yox, tell may i speak?

S4: my friend is my neighbor. We were together every day before she moved to a different city. "Amma sonra"

Th: but after

S4: indi?

Th: now

S4: now she lives in Baku. We study at the same school and also now we study at the same university.

Th: keep silence please. Are we reading the first section?

S: no, ikincini

Th: oh, the second part, okay

Th: ok, guys, tell me which do you prefer? Calling or send messages?

S: sending messages

Th: why do you prefer?

S: it's easy for me because i am so shy to call people

Th: oh, okay

S1: teacher, I prefer to send messages too. But i only send "səs"

Th: Okay, you prefer to send voice messages

S1:yes, teacher

Th: you are so talented. You can cook and you can decorate. Would you like to say about the video?

S: yes. There is rich with plants and people in this village plant some vegetables and fruits. They also produce meats and cheese. The cheese is very popular in France in this village. They are making cheese for goods. I remember how many times in a day to get new milk. 3 times. They get milk and then they turn milk to... qatıq nədir ingiliscə?

S1: yoghurt

S: yoghurt and then, three weeks later, just yoghurt turns to cheese.

Th: it is possible to use an apple or some apples.

S: in this sentence, there is apples onda some olmalıdı?

Th: yes some

Th: we are reading exercises for you. Look at your words. You have to use plural words because your subject is plural. And add "s" at the end of the word.

S: I did not check

Th: why?

S: in this sentence Sunday olmalıydı ki?

Th: A bala, we spoke, we said that we have to use "some vegetables" in this sentence

Th: Where is you exercise?

S: here

Th: what about yours?

S: yadımdan çıxıb

Th: too bad. It is your homework. What about you? You are not ready?

S: Kitabı oxuyurdum

Th: then i will write your points like that. Kitabı yazaram

Th: Which word is the infinitive form?

S: to be

Th: right! Next one please

S: i think "drinks" is wrong, büyük hərflə yazılmalı idi.

Th: speak in English! Yes it has to be with a capital letter.

Th: look at the last one please. It is said that “there are various types of meals...” here a proper name is given and it’s true.

S: ona cavab olaraq deyirik?

Th: yox

S1: orda ona uyğun olanı seçməliyik. Əgər səhv verilibsə dəyişməliyik.

Th: that’s true. Ele bilin ki, məğzi saxlayır amma formasını dəyişir ya da yeni sözlər əlavə olunur.

S: Shaurma is a popular sandwich... if you like fish meat...

S1: yox ele deyil. If you like fish meat...

S: If you like fish meat, enjoy your meal...

Th: sen basa düşməmişən bunu. Burada nəyisə birləşdirmək lazım deyil. Ana cümləni oxu və aşağıdakı cümlələrdən hansı o ana cümlənin eyni formasıdırsa onu seçirsən.

Th: why don’t you choose different things?

S: in my mind for example other foreign countries eat fish or rice but their... hazırlanması

S1: prepare

S: but they prepare with other souses with other things that’s why their taste is different. Different types of dishes are delicious.

---

Th: guys, you know, you have a project “taking a video” you have to talk about a book you have read. However no-one has sent me yet.

S: son günə saxlayırıq

Th: I don’t know. This your choice

S: mən hələ kitabı almamışam. Deadline nə vaxtdır

Th: you have to send till our last lesson. In video you will report what you have read and what is your opinion about it. So let’s start listening an audio and write an exercise.

S: listeningden yazırıq?

Th: yes you will listen and fill the gaps in the sentence.

Th: Did you make your presentation?

S: yes.

S1: Teacher, may I continue my game?

S2: yes də teacher, please də

Th: okay, start

S1: you have to chose a piece of paper and find the word

Th: Mustafa, it's your turn.

S2: İnşallah tapmaz

Th: That's enough. Start the second part

S: in this part we have to explain words

S1: May i?

Th: yes

S1: when something happens to me i call what?

S2:nurse?

S3: ambulance? Ambulance da

S4: urgent

S1: who won this game?

S: let me count. The scores are the same.

S1: who won?

S: equal equal yəni bərabərdir. Let's ask one more question

S1: we have hair birds have?

S2: tail?

S: yox

S3: tük, feather?

S: yes feather

Th: tomorrow is your deadline to send video recording.

S: i haven't finished the book

Th: because if your deadline is on the 15th of December , you start reading on the 14th of December.

S1: sabah 12:59da göndərəcəm.

Th: I will not accept it

S2: 3 baldır ay muellim 3 bal

Th: yes all marks are matters.

S: should we send it on telegram?

S1: son görülməsi 1 ay öncədi

Th: yes i don't use Telegram

S2: bizim üçün yükləyəcəksiz, teacher?

Th: no actually i have but i dont use it a lot

S2: bizim üçün yükləyəcəksiz - anlamadık sanki

Th: anlasan nolar, Maria? Allahım yarəbbim

S1: müəllimə o bir akımdı. Sevgililər bir-birinə deyir.

Th: your final exam will be on the 7th of January

S: 4-ü deyildi?

Th: no, that day is holiday. Let's discuss words.

This is an area that we are waiting for transport

S: underground?

Th: no we stand there to wait a public transport

S1: dayanacaq? Astanovka

Th: speak in English

Th: i mean "platform". The person who help people to get in the train. Who is this person?

S: guide?

Th: no



S1: maşinist?

Th: no

Th: if I'm not worry, it means i am?

S: relax?

Th: synonym

S1: calm

Th: why are you late?

S: 1 metr uzaqda qalır

Th: a person who lives near, is always late

S1: ay teacher, dünyanın o başında yaşayıram mən.

S: yalan danışma

Th: Görürsüz, gecikəndə dərsi necə pozursuz?! Keep silence! Nə olub sənə özündən getmişən?

S: Müəllimə əsəbiləşəndə ingilizcə demir, keçir Azərbaycan dilinə.

Th: yes, çünki sizə təsir eləmir. let's check your exercises

S: Kitabı bitiririk bugün?

Th: yes, we will try to finish

S: mən oxuyum?

Th: I don't understand what you are saying

S: Can i read teacher?

Th: pay attention all words that we have seen in units

S: Müəllimə, quizdə düşün əsə var eyy

Th: why are you not speaking in English, ay bala?

S: əsə "Unlock" kitabının unit seven və eight-indən düşəcəkm?

Th: yes

Th: Can anyone pin the message in our group on whatsapp?

S: pin?

Th: yes when we do we can always see it

S: I don't understand

Th: mesajı bərkitməyi deyirəm

S1: müəllimə mesaj sabitləməyi deyir

S2: inzibatçı kimdi? Ancaq o edə bilir

S3: müəllimədi

Th: ok, i got. I have to do by myself

Th: let's read our exercises.

S: i used "report"

Th: yes correct

S: in the 5th question i used "result

Th: number 4 is "report" and number 5 is "result". Because of this report actually traffic was moving slowly. This is information

S: müəllim, "report" məlumat vermək deyil? Burda da deyir ki, şəhərdə tıxac var və məlumat verilir.

Th: yes that's why number 4 is "report" and number 5 is "result"