Motivations of Code-Switching in the Classrooms of the Department of English
English- Kurdish

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ثوختة

زاراوةى تێکةڵکردنى دوو زمان بة شێوةیةکى فراوان لة لايـةن کۆزمانةوانةکان بـةکار ديَت کة ضۆن جووت زمانزانةکان لة بارودۆخيَکى تايبةت لةئثر لـة زمانيَکـةوة بازدةدةنة زمانةکةى دى. دياردةى ئةم تێکةڵکردنة بة شێوةیةکى باو لة زمانى ئينطليزى دا دةبينریَت : واتة لة زمانى بيَطانة بۆ زمانى زطماکى یان بة ثیَضةوانة.

ئامـانجى ئـةم تویَذينـةوة دةستنيشـانکردنى هۆکارةکـانى رووردانـى ئـةم دياردةيـة لـة لايـةن ماموستایان و قوتابیان و هةروةها ضۆن دةتوانریَت وةك ریَبازیَکى فێرکردنى زمانى بيَطانة بـةکار بيَت.

ئةم تویَذينةوةیة ثيَنج بـةش لـة خۆ دةطریَت ، بـةشى یةکـةم سـةرةتایةکى کورتـة دةربـارةى دياردةکة، بـةشى دووةم بـارى زمـان لـة بـةشى زمـانى ئينطليزى لـة خۆ دةطریَت.
سـيَیةم هۆکـار و ئـةترکى دياردةى تيَکةڵکردنى زمـان بـاس دةکـات کـة تيایـدا هۆکارةکـانى زمان تيَکةڵکردن لة لايـةن قوتابى و ماموستا باس دةکات، بـةشى ضوارةم ئةنجامةکانى تویَذينةوةتکة دةخاتة بـةشى ثيَنجةميش دةربـارةى ئةقوتية کـة ضـۆن دةتوانریَت تيَکةڵکردنى زمـان ریَبـازى فێرکردن بـةکار ديَت، لـة کۆتایشدا ليستةى سةرضـاوةکان خرايتة ر وو.

الخلاصة

ان مصطلح مزج اللغتين واحد من الظواهر اللغوية تستعمل بشكل منتشر من قبل المهتمين بدراسة المجتمع اللغوي وكيفية استعمالها من قبل اللذين يتكلمون لغتين، لغة الام ولغة ثانية. وان هدف هذا البحث هو ايجاد وتحديد الدوافع بهذه الظاهرة اللغوية وكيفية استعمالها من قبل طلاب ومحاضري قسم اللغة الانكليزية وايضا تحديد كيفية استعمال هذه الظاهرة كأداة تعليمي لتدريس اللغة الانكليزية.

يقع هذا البحث من خمس مباحث خصصت مبحث الأول لمقدمة قصيرة حول التعريف و نوعية الظاهرة. والمبحث الثاني هو حول الوضع اللغوي في القسم و يتناول المبحث الثالث الى واقع التي تؤدي بالطلاب و المحاضرين لاستعمال هذه الظاهرة اللغوية. وتستعرض المبحث الرابع النتائج التي توصلت اليها هذه الدراسة، و الطرق التدريسية لكيفية استعمال هذه الظاهرة في تعليم اللغة الانكليزية بحثت في المبحث الخامس، و في النهاية استعرضت قائمة بالمصادر.

I. **Introduction**

Code-Switching can be defined as a term which is widely used by sociolinguists to refer to a behavior of switching from one code (language, dialect, etc) to another or it may refer to bilingual's capacity of selecting one or the other of codes in special circumstances of speech or discourse, in which a speaker chooses a language which is understandable to whom addressed or moves to use another language according to the situation; such change is widely observed in foreign language departments and it is performed between the native language of the students and the foreign language that the students are going to gain competence in.

This study is divided into five sections. The first section is a brief introduction in which the definition of the term Code-Switching with its occurrence in a bilingual community are explained. The second section is devoted to the language situation in the Department of English in which the medium of instruction is English while the students' native language, which is the dominant language, is Kurdish. Then the third section deals with the motivations of Code-Switching which are classified into two kinds according to the occurrence of Code-Switching that the study deals with. The study explores the motivations of the students' and the lecturer's Code-Switching, because they share the occurrence of code-switching in the lecture's halls. The fourth section offers the concluding remarks which the study reaches in the empirical approach. The study presents the pedagogical implications which are suggested that the use of code-switching can be an effective device in teaching the foreign language if it is used efficiently. At the end, the study is closed off by a list of references.

I. **Language Situation in the Department of English**

The Department of English of the College of Languages at Salahaddin University – Hawler is located in Hawler which is the capital of Kurdistan region. Kurdistan is home to diverse linguistic minorities, but they share an identical culture. In the Department of English, Kurds are the major ethnic group and the Kurdish language is the official language of the region. Kurdish is the medium of instruction so the whole students can speak it. Though English is the medium of instruction in the department, students and lecturers interact with each others via Kurdish language; therefore, in classrooms code-switching comes into use either in lecturers' or students' discourse. Discourse refers to any instance of language use for communicative or instruction purposes. The purpose of using code-switching by the lecturer is for better instruction of the foreign language. This can happen by eliminating it or dominating its use, but the purpose of code-switching use by the students is to express or to convey the attitude and to compensate their deficiency in the foreign language.

III. Motivations

Before taking motivations of code-switching in classrooms into account, it is better to deal with its motivations in the discourse of a bilingual community context, in which there are six main motivations of switching from one language to another and in their scope one can depend on the Trudgill's quotation, "speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention" (2000: 105). For more illustration the motivations for the use of code-switching can be as follows:

1- It can be used for personal intention; such as expressing solidarity with a special group.
2- To exclude others from participation in the conversation who do not speak the second language.
3- To build intimate interpersonal relationship among members of a bilingual community.
4- Code-switching can be used for conveying the attitude to the listener and the language will be comprehensible to the addressee.
5- It can be used for creating linguistic solidarity among individuals who share the same ethno-cultural identitiy (Sert 2007: 6).
6- Code-switching is used for compensating the deficiency of the speaker's ability in expressing himself. The following sub-section may illustrate the mentioned motivations in the discourse of a bilingual community.

III-1. In the Discourse of a Bilingual Context:

As mentioned above, the motivations for the use of code-switching in the discourse of a bilingual community are nearly six which can be indicated by the following examples:-

1-

A: There is no absent, except Dîldar.
B: Oh, she might be a bit late but I think that's her arriving now.
A: You are right . FARMU. (welcome)
C: BIBÛRA (Pardon) I am a bit late.
To the others: ONIN (Hi) Have you started?
The above code-switching is from English to Kurdish to indicate their ethnic identity and it occurs to build solidarity among them. For further illustration, the examples below can be given.
A: ONÎ (Hi)!
B: BA IM, SUPAS!, (fine, thank you) Ah, how many lectures did you have today?
A: We had four, but we just took two.

B: Which lectures did you take?

A: Grammar and Comprehension.

(When another one from the department of Kurdish, meets the two students, they again shift their language to their mother tongue, i.e., from English to Kurdish:

C: KÛNA? (How are you?)

A-B: BA ÎN. ADÎ ATÛ KÛY? (Fine! How about you?)

The above example indicates that code-switching occurs according to the situation, and illustrates that when the students talk about their ordinary daily life, they use their native language –Kurdish– to indicate their ethnic identity, but when they talk about matters related to their study they usually switch to English for expressing their solidarity with their special group. The example also indicates that they re-switch automatically from English to Kurdish when they meet another one from their ethnic group to build intimate interpersonal relationships. For more manifestation the examples below can be given:

2-

A: I am really very sick. SAIM Z R DÊ Î.

(My head is suffering from pain (lit) i.e., "I have headache".

B: You can take a PARASÎT L (a borrowing word)

A: I don't have it. AMIN HAYTIM. (I have it).

A: Thanks.

It is obvious from the above example that code-switching across sentence boundaries exists by using borrowing words in the phonological system of Kurdish and complete sentences uttered by interlocutors follow eachother, including switches between English and Kurdish and this is a way of modifying for the sake of personal intention and to build intimate interpersonal relationships between them.

Another example can be given to indicate excluding others from participation in the conversation who do not speak the second language;

3- A:- ÊWÂRA DA ÎNA BAZAAR.

This evening we will go to bazaar.

B: OK, but only I and you. Then we will go to Rhin Mall.

A: All right.

Another example:-

Patient: DIKTOR, SARIM DASURÊ W BÊTAQATIM. (Doctor, I feel dizzy and tired).

Doctor: (speaking to an interne): ZAXTÎ BIGRA (measure his blood pressure)

Interne (after measuring): It is very high, doctor 19/9.

The above example indicates a real situation in which code-switching occurs from Kurdish to English to exclude the patient from the conversation who does not know English.

4- Also the following example illustrates the inability of the speaker to express himself in the English language, therefore; he switches to Kurdish to compensate this deficiency.

A- I'm very worried; I cannot pass the exam of drama.

B- Don't be worried, one should not be disappointment, BALKU DABÎT GA BÎN BÎT (but you should be optimistic.

The above code-switching is from English to Kurdish and this is due to that the speaker couldn't express himself perfectly in English, since he didn't know or might forget the word "optimistic", therefore he switched to Kurdish to compensate his deficiency.

5- Another example can be given to illustrate that the language can be switched in order that language can be comprehensible to the addressee, as in:-

A: Distopia and Utopia are two terms used to indicate the system of ruling and the type of the communities.

B: Pardon, I couldn't understand.

A: MIN BASÎ DÛ JORA KOMALGA DAKAM KABA BÂ AKAYAN DALÊN YOTOPIYA AWITIRYAN PÊY DAGUTRÊT DIZTOPYA. (I talk about two kinds of community that a good community is called Utopia, the other one is called distopia).

It is obvious from the previous example that (A) code-switched from English to Kurdish as the way of modifying language for the sake of his language to be comprehensible to the addressee, since such topics as utopia and distopia are difficult to be understandable, because these topics related to philosophy, political system and the nature of the society.

7- Another example can be presented which indicates another motivation For the use of code-switching.

Student: ONÎ MAMOSTÂ ! (how are you teacher?)

Teacher: BA IM. LAGAL INGILÎZÎ KUY?(fine, how are you with English?)

Student: Good, I speak English and my English is getting better.

Teacher: Great, you speak good English.

It is obvious that the above example indicates the code-switching which has been taking place from Kurdish to English for the purpose of personal intention in which the student tends to show off in front of the former teacher of English who does not know that the student speaks English well.

Finally it can be deduced throughout the previous presentations that code-switching is a very common phenomenon found in a multilingual or bilingual

speech community since it serves various motivations such as personal intention for solidarity, to exclude others from conversation, conveying the attitude to the listener, compensating for the deficiency…etc as mentioned before.

III- 2. In the Lectures' Halls

According to the language situation of the classrooms of the Department of English, it is natural that code-switching occurs between the languages; Kurdish which is the native language and English that is instructed by the lecturers and that the students try to gain proficiency in.

The intention of students' is for avoiding misunderstanding, retelling, equivalence and filling the gap of interruption, compensating the deficiency as well, while the purpose of the lecturers' switching in their lectures is for topic switch, repetition and affective instructions. The detail explanations can be presented in the following subsections:-

A: Students' code-switching

Students may use unconsciously code-switching, but it serves some motivations either useful or not. These motivations can be limited as avoiding misunderstanding, retelling, equivalence, and filling the gap of interruption or compensating the deficiency that can be explained in detail as follows:

1- Avoiding misunderstanding:

The aim of this motivation is for avoiding misunderstanding as the sub-title indicates. In such the student tends to use code-switching to avoid misunderstanding for a specific purpose, i.e., the student utters some words indirectly to transfer the intended meanings which may differ regarding to the students intentions or needs and this tendency is due to the lack of some culturally equivalent lexis in Kurdish and English languages. Code-switching happens for avoiding misunderstandings which may lead to violation of transference of intended meaning.

To illustrate, the examples below can be given.

A: Hi, how are you?

B: Fine, thanks.

A: Are you prepared your assignments?

B:Yes, I have done.

A: But I couldn't do.

B: Why?

A: Because of this terrible weather.

B: Ah. It rains cats and dogs.

A: What?!

B: BÂRÂNAKA BA GUR DABÂRÊ. (It rains heavily).

A: ARÊ, ZOR BA ZAHMAT GAYI TIM.

(Yes, I arrived at very hard).

The above example indicates code-switching from English to Kurdish to avoid misunderstanding. The student switches to Kurdish to resolve the misunderstanding which resulted from different culture of English and Kurdish in which he tries to transfer the intended meaning.

Another example:

Teacher: Do you know that structural ambiguity may result from grouping of the constituents within the syntagm. Now, who can give me an example?

(one student among students raised his hand)

teacher: Yes, you.

Student: "he hit the boy with the stick."

Teacher: Good; can you explain it?

Student: Yes, the problem is "with the stick" whether KURAKA DÂRÎ PÊ BU, or, AW BA DÂR LA KURAKAY DÂ. (The boy held the stick or he hit the boy by the stick).

The above example illustrates code-switching from English to Kurdish in order to transfer the intended meaning. Here, the student switches from English to Kurdish to resolve the ambiguity resulted from the grouping of the constituent, i.e., He intends to clarify the meaning of the sentence.

2- Retelling motivation:

Another motivation of code-switching is retelling which is used for the purpose of emphasis, reinforcement, or clarification of the topic. In such case the speaker usually switches from English to Kurdish by using repetition in order to transfer the exact meaning of the topic. For illustrating this motivation the following examples can be given.

(Throughout the lecture, the lecturer explained the topic of "connotative meaning", then he asked the students to give an example on it.) This conversation took place:-

Lecturer: Yes, you.

Student: Owl. KUNDABABO

  Lecturer: Good. How can you explain?

Student : The word "owl" refers to a bird, which has a negative connotation. BADYOMA (foul).

Lecturer: yes, it is right; in Kurdish it has a bad connotation, but in English the word (owl) is a symbol of wisdom and solemn. WÂTA HÊMÂY ZÎRÎYA W HAM MUBÂRAKÎ A.(i.e., it is the symbol of wisdom and also it is blessed.)

Student : Yes, if it is appeared in a village. The people of the village believe that the village will be destroyed. (WÂTA AW GUNDA DAFAWTÊ.)(i.e. , this village will be destroyed.)

In the above example the student and the lecturer switch to Kurdish for the purpose of emphatic, reinforcement and clarification by retelling phenomenon.

3- Equivalence Motivation:

Another motivation of students' code-switching is equivalence in which the student uses an equivalent Kurdish lexical item in English. The student switches to Kurdish by using the Kurdish equivalent of a certain linguistic item, but this type of switching is somewhat problematic to the Kurdish student; this is due to that the syntax of the two languages are not alike; the English language is SVO structure while the Kurdish language is SOV. Thus, it is uncommon to switch from English to Kurdish after one adjective before a noun, because a Kurdish noun normally "expects" its adjective to follow it, i.e., English is "head-final", while Kurdish is "head first" as in "a beautiful girl" , "KI ÊKÎ JIWAN"; "handsome boy" , " koRÊKÎ QOZ". Even if the languages are not aligned but switching can occur, since unrelated languages can be "aligned" at the boundary of a relative clause or other sentence sub-structures, i.e. switching can occur even if there is no equivalence.

The process of equivalence may be due to the inability of the student to express himself in English or due to his deficiency in linguistic competence in English which makes the student use lexical or linguistic items of his native language, i.e., the student switches to his mother tongue when he cannot find words in English to explain a certain lexical item. The process of equivalence gives the opportunity to continue his expression by bridging the gasp resulting from English language in competence. To illustrate, examples below can be given:

e.g.: A conversation between A and B:
A: What is our assignment for next week?
B: A composition on musical instruments.
A: Is it important?
B: Yes, the lecturer told us that we will get marks on it.
A: Which instrument do you like to write on?
B: I'd prefer to write on ZURNA.
A: Can you find an equivalent word for it?
B: No, but you know that most of all I like ZURNA.
A: What do you write about it?
B: ZURNA, FÎQAY DARWA, ZURNA PÊ WÂZÎ HAMU BÎRÂDARÂN DAKÂT. BÂNGHÊ TÎ HAMWÂN BO ÂHANGÎ ŽÎN GIWÂSTINAWA DAKÂT, ÂYÎ BA HAMWÂN DAKÂT. ZURNA ÂY HAMU ÂMÊRAKÂNA.

(ZURNA, its music travels far, it receives all friends. It calls all for wedding, it makes them dance. ZURNA is the leader of all musical instruments).

4- Filling the gap of the Interruption

The next motivation is filling the gap of interruption of the communication. Code-switching occurs during a conversation in English in which the student switches to Kurdish to fill the gap resulted from interruption. The student uses code-switching for avoiding interruption in communication which may result from the deficiency of his fluency in English. Sometimes the student cannot find an adequate structure or lexicon of the English language and Kurdish can be more convenient than waiting for one's mind to think of appropriate English structure or lexicon. According to some points of view of students, this motivation has negative effection on learning foreign languages, since it may cause the loss of fluency in long conversation. For illustrating this type, the following examples can be given:

E.g.:

Throughout the lecture, the lecturer explained the topic entitled "Ellipsis in Dialogue" which may take place under three conditions; which can occur in various combinations; repetition, expansion, and replacement. Then asked students to give examples; the following dialogue was taken place:

Lecturer: Yes, you.

Student A: "Have you heard about the new doctor?"

This is the example and the response will be:

- Yes.
- I have
- Yes, I have.
- Yes, I have heard about him.
- Yes, I have heard about the new doctor.

Lecturer: (to another student) what troubles you?

Student B: I haven't done my duties?

Lecturer: Why is that?

Student B: I didn't have time.

Lecturer: Why?

Student B: Yesterday BO BIRÂM ŽINMÂN MÂRA KIRD.

(For my brother, we betrothed a wife) so I was very busy.

Lecturer: Great. Congratulations.

B- Lecturers' Code-switching

Code-switching is not always used consciously by the lecturer, but in some cases the lecturer's code-switching can be considered an automatic and unconscious behavior, i.e., the lecturer is not always aware of his motivations of code-switching. The lecturers' code-switching can be regarded as teaching devices in language learning which can be listed as Topic switch, Repetition, and affective devices. The general idea about each of these devices can be given as follows:

1- Topic switch:

In topic switch, the lecturer switches to the students' native language in English Department (Kurdish) according to the discussion topic. This phenomenon is mostly observed in grammar instruction particularly, in dealing with the new grammar points which are taught simultaneously. Code-switching is used for the purpose of drawing students' attention to the new knowledge, i.e., the lecturer switches from English to Kurdish in order to compare the previous known content that is which is Kurdish to unknown content that is English, by this a bridge can be constructed between the two contents and this device can be regarded as clarification of the new content and its meaning to be clear in this way. Here by making use of code-switching, the lecturer exploits the previous experience of the students for increasing their understanding of the English language. To illustrate this device or motivation the following example can be given:

E.g.:

Throughout the lecture, the lecturer explained the topic entitled "Definite and indefinite articles". The following code-switching occurred:

Lecturer: a/an are two forms of the indefinite articles, which mean "one". In NP they precede nouns and adjectives as in

(He wrote them on the blackboard)

1- <u>A child</u> slept in the hay store.
2- This is <u>a clever boy.</u>
3- He gave me <u>an apple.</u>

In these underlined NP, the articles a/an are used to express indefinite meaning and used to express singular of countable nouns.

Kurdish also like English has (یَک) and (   ) as equivalents to (a/an) to qualify nouns, but you know indefinite articles in Kurdish follow the nouns. WÂTA DWÂY NÂW DÊN, WAK:

- A boy saw a pretty girl.
- He was an intelligent student.

(He has written them on the board)

Now, who can translate them?

Yes, you.

Student: KURÊK KI ÊKÎ DÎT.
Diwam:
AW QUTÂBIYAKÎ ZÎRAK BU.

2- Repetition

Another motivation of code-switching as a teaching device in the lecture is repetition, in which the lecturer switches to Kurdish in order to transfer the necessary information to the student for increasing understanding, i.e., the purpose of repetition is to clarify meaning of some difficult content. Adopting English as a medium of instruction, the lecturer should stress on English language content for efficient understanding, because shifting the language from English to Kurdish may make the students loose interest in listening to the English instruction, since it will be followed by the Kurdish translation, i.e., the students are limitedly exposed to the English discourse which will have bad side effects. To indicate code-switching as repetition, the example below can be taken into account:

E.g.:
Throughout the lecture, the lecturer explained "figurative meaning" in which he switched to Kurdish in order to transfer necessary information to the students for increasing their understanding as follows:

Lecturer: "Figurative language is a language which uses figures of speech, i.e., it is composed of forms of speech that are used in non-literal senses. These figures of speech are common to all languages. They are used every day. Also they are used in rhetorical and literary contexts. The most common figures of speech are metaphor and simile."

Then he switched to Kurdish:
- WÂ BIZÂNIM ZORBATÂN WÂTÂY MAJAZÎTÂN LA ADABDÂ BÎSTUWA, BA TÂYBATÎ LA RAWÂNBÊŽÎDÂ. MÎTÂFOE YA'NÎ "MAJÂZ" SIMILÎ WÂTA LÊK UN YÂN LÊK IWÂNDIN".

(I think most of you heard about figurative meaning in literature especially in rhetorical. Metaphor means metaphor and simile means simile.) Then he switched to English again.

What distinguishes metaphor from simile is that a simile is explicitly uttered by the word "like" and "as", while the comparison is implicit in metaphor. For example:

-The girl is like a rose.
- The girl is a rose.
- Wordsworth in Daffodils says:
- "I wandered lonely as a cloud
that floats on high o'er vales and hills."

3- Affective Device:

In addition to the previous motivations, the phenomenon carries relationship building or (solidarity), in which the lecturer tries to express his emotions to build solidarity and intimate relations with the students.

This type of code-switching is found to be affective as a teaching device and a communicative strategy. In this respect, code-switching may be regarded as the contribution for the creating a supportive language environment in lectures. As mentioned before, the application of this type on the part of the lecturer may not always be a conscious process, since the conscious application cannot be taken into guarantee as in contextual code-switching in which one may not deduce its conscious occurrence. For further illustration the following example can be presented:

A conversation is taken place in the lecture:

Lecturer: Ah Dilshad, what trouble you?

Dilshad: I face some problems.

Lecturer: What problems?

Dilshad: Some private problems. I cannot solve them.

Lecturer: Don't be worry. DWÂYÊ WARA ŽURAKAM BALKU BITWÂNIM ÂRAYAK BIDOZMAWA.

Dilshad: DILNIYÂM. ZORI SUPASIT DAKAM.

Lecturer: MINÎ DILNIYÂM.

(Lecturer: later come to my office, may be I can find a way to solve them.

Dilshad: I am sure. Thank you very much.

Lecturer: I am sure too.)

Conclusion

Throughout this paper, the motivations of code-switching in the Department of English in the College of Languages at Salahaddin University – Hawler are presented which is regarded as a bilingual community, since the students in which are Kurds that they are considered the major ethnic group and the whole students share an identical culture. At the same time the medium of instruction is English; therefore, the Department of English is regarded as a bilingual community and the occurrence of code-switching from English to Kurdish or vise-versa is a natural phenomenon.

In general, the motivations of code-switching in the discourse of a bilingual community can be deduced from the paper as follows:

1- Personal intention for expressing solidarity with a special group.
2- To exclude others from conversation.
3- To build intimate interpersonal relationships among members of a bilingual community.

4- To convey attitude to the listener and the language to be comprehensible.

5- Creating solidarity among individuals who share the ethno-cultural identity.

6- To compensate the deficiency of the speaker's capacity in expressing himself.

Also it can be concluded that students' and teachers' perspectives indicate the reflection of the wide-ranging understanding of the phenomenon of code-switching in educational settings in which code-switching has the potential to be applicable to and valid for any language learning, since its use has building relations between the use of code-switching in actual contexts and in foreign language lectures.

The study deduced that motivations of the students' code-switching are for the purpose of avoiding misunderstanding, retelling, equivalence, filling the gap of the interruption and showing off.

On the part of the lecturers' motivations, the study concluded that they are; topic switch, repetition, and affective device. The motivations have weak and strong sides.

Another conclusion is that code-switching is not always impediment or imperfection in teaching a foreign language, but may be regarded a useful teaching device in classroom instruction, if the purpose is the clarification of meaning and transferring information to the student in an affective approach, but it should be kept in mind that code-switching in long term will damage the process of learning of the foreign language, since the interaction of the student experience with both languages may be an impediment for mutual intelligibility; therefore, the lecturer should have a vital role of preventing the long-term damages on the process of learning.

Pedagogical Implication:

Code-switching has been presented to point out of the domains of use it in learning the English language as a foreign language in English Department, and the problems that arise in using code-switching in learning it.

In the language teaching environment, many lecturers who are in favor of the applications of communicative approaches oppose any form of using code-switching during lecturers' instruction, while others support the use of code-switching as an effective device in different aspects. Accordingly, one can infer some positive and negative aspects of the use of code-switching in learning a foreign language.

According to some points of view, the application of code-switching as a teaching device may cause the problem for some students (even few in

number) who cannot participate the same native language, i.e., some students will be neglected in sharing the lecture. So, in this case of the use of code-switching, it may be proposed that the whole students should have the same mother tongue or they should know it. But the lecturer contributes positively and plays a vital role in the use of code-switching and this is due to the competence of the lecturer in the native language.

Another point is that the mutual intelligibility takes place if there is code-switching during communication and this is due to the interaction of students with the native speakers of the foreign language, because the students or the teachers are not sure that the listeners share knowledge of their native language.

According to some other points of view; code-switching serves the continuity in discourse instead of interfering in language. Therefore, the use of code-switching can be an effective device for transference of meaning, for creating a supportive language environment, for clarification of the new content and for building a bridge from known to unknown information. Finally, it can be suggested that the use of code-switching can be an effective device in teaching a foreign language if it is used efficiently.

References
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Abstract
Code-switching is a term which is widely used by sociolinguists. The phenomenon of code-switching occurs in a bilingual community. So, code-switching is observed in the Department of English and it is performed between the native language of the students (Kurdish) and a foreign language (English) that students are going to gain competence in.

The objective of the study is to find out how code-switching can be used as a teaching device in learning a foreign language.

This study is divided into five sections. The first is a brief introduction about the term and the phenomenon. The second section is devoted to the language situation in the Department of English. The third one deals with the motivations of code-switching and the fourth section offers the concluding remarks while the fifth one is about the pedagogical implications.