



## The Effect of English Teachers' Code-Switching and Translation Strategies on the Enhancement of Iranian EFL Junior Secondary Program Students' Language Learning

**Seyede Khadijeh Mirbazerl \***

Department of English Language, Faculty of Humanities, Rasht Branch, Islamic Azad University, Guilan, Iran,

**Masoumeh Arjmandi**

Assistant Professor in TESOL, Department of English Language, Faculty of Humanities, Rasht Branch, Islamic Azad University, Rasht, Iran

### Abstract

The present study aims at focusing on the significance of employing L1 in L2 classroom (in EFL context) via code-switching and translation strategies by English teachers. It argues the use of L2 solely for teaching English (in EFL classroom) seems inadequate to achieve L2 teaching and learning goals. Employing L1 alongside L2 in EFL context, especially at low level, contributes students to learn L2 more effectively. For this purpose, 45 Iranian Junior Secondary Program (JSP) or first grade students were selected, and then, they were divided into three groups of 15 and were randomly assigned to two experimental groups of code-switching and translation strategies and one control group. After pretesting, the first group was taught by code-switching strategy, the second group was taught by translation strategy, and the third or control group was taught by the use of English solely. Also, there was a posttest based on the content of students' English textbook. The collected data were analyzed through calculating descriptive statistics and one-way ANOVA. The results revealed that the first grade students in the experimental groups (A and B) attained the higher scores in the posttest compared to the control group. The findings of this study highlighted the effective features of utilizing the code-switching and translation strategies to maximize students' meaningful learning, and fortify the flow of interaction between students and teacher collaboratively.

**Keywords:** affective filter, code-switching strategy, comprehensible input, EFL context, translation strategy

### INTRODUCTION

All over the world, most English teachers believe that the only exposure which L2 students may get is their L2 classroom. They believe that they teach English as a foreign language teacher, and their idea is based on a hypothesis expressing that students need L2 exposure in order to learn native like pronunciation, intonation, voice quality, stress patterns, etc. The advocates of the monolingual approach view that L1 has no essential role in the EFL/ESL classroom and that it might dispossess students of beneficial input in

the L2 and hinder their L2 learning progresses (Bouangeune, 2009). Under the light of linguistics, the use of students' mother tongue in L2 classroom is still controversial and a far more practical issue; however, because of some misunderstandings in learning target language, L1 can act as a ladder in order that L2 goes up towards language development. Although, the use of students' L1 in second language classroom depends on some factors such as students' needs, goals, and classroom environment, the amount of L1 use and how it is used in L2 classroom is important. According to psychologists like Vygotsky (1978) and his Zone of Proximal Development (ZPD) theory, in order to form L2 system in the L2 learners' mind, learners' L1 acts just as a facilitator or mediator toward their L2 future development, it acts as a scaffolding strategy in the direction of constructing L2 cognition.

It is a kind of critical thinking toward those who support the idea that L2 is the only language which should be employed in L2 classroom, but L1 has an influential effect on L2 improvement especially in monolingual context where teachers' and learners' native language are the same. In this paper, L1 serves as a secure ladder for L2 learners to assist them to go up second language learning steps, it attempts to explore the role of employing L1 in L2 classroom by both teachers and learners specifically for L2 learners in EFL (English as Foreign Language) context to learn a new language grammar, phonology, spelling, sentence patterns, and so on. Moreover, regarding the importance of getting English proficiency, the researchers of this investigation felt the necessity of studying whether code-switching and translation strategies by English teachers in L2 classroom to promote English skills of Iranian first grade JSP students, and find an answer for the following question: Do code-switching and translation strategies of English teaching have any statistically significant effect on Iranian JSP first grade students' learning?

## LITERATURE REVIEW

Theoretically, Ausubel (1967) believed that the process of learning happens through meaningful learning. With respect to, the cognitive theory of learning, put forward by Ausubel, emphasized the role of expository or reception learning.

The main function of applying L1 in L2 classroom is to act as a bridge between what learners already know (L1) and what they want to know (L2). Generally speaking, the students' first language not only makes L2 teaching and learning be meaningful but also contributes the elements of the L2 input to be related meaningfully to the knowledge already existing in L2 learners' mind (schemata).

In this regard, Piaget's (1985) theory on schema is more concerned with the process of learning. In this case, that is the contribution of L1 to process L2 rules, principles and regularities. In addition, Krashen (1982) viewed that teacher's input in the L2 classroom should be comprehensible in order that language acquisition / learning to occur, particularly, comprehensible learning cognitively involves learners' understanding, processing and comprehending of teacher's instruction which should be "a bit beyond" of the learners' current level of competence (Krashen's  $i + 1$  theory). Accordingly, when learners understand L2 materials through L1, Krashen's  $i+1$  (i.e., learning) might take place in learners' mind. Also, according to Krashen's affective filter hypothesis (his fifth hypothesis of Monitor Model), the best learning/acquisition will psychologically occur in

environments where learner's anxiety is low, while high affective filter will impede learning/acquisition to take place. Teacher's method of using L1 in L2 classroom contributes learners to feel relaxed which will increasingly influence their competence and performance as well as their motivation and interest in the route of developing L2 learning processes eagerly and actively. With respect to, Ray (2015, p. 86) reported:

There is a near universal agreement that students use grammar unconsciously in their talking. If the students have knowledge of the grammar of their mother tongue, they learn English grammar more easily because, if the grammar of the mother tongue is well-known, it forms a background of knowledge, to which new grammar may be linked. When the teacher explains the rules of grammar relating to the usage or structure, the use of mother tongue will help in making a comparison or contrast between the grammatical forms of their native language and English.

The positions of learners' mother tongue are the major challenging issues in their second language learning situational context (Cook, 2001). According to Polio and Duff (1994), applying L2 solely in L2 classroom plays a positive role but applying learners' first language makes a hindrance and acts as a negative one. Duff and Polio (1990) also claimed that L2 learner's language development is influenced by the amount of L2 use especially in EFL context. Hence, EFL learners require ample opportunities to communicate in L2 and to start to "think in English" (Auerbach, 1993, p. 15). Turnbull (2001) asserted that it is the responsibility of teachers or instructors to use L2 as much as possible in the L2 classroom so that learners can assume L2 as their first language. Somehow, the amount use of L1 in L2 classroom might be revolved around the levels of L2 learners' learning (beginners, intermediates, and advanced) as well as teachers' method of teaching.

For the reason that the L2 beginners' competence is initially ongoing to form, the use of both languages (L1 and L2) are simultaneously recommended while depending on the situations they encounter with no limitation in order to be familiarized with similarities and differences between two languages. They need to recognize the different areas of two languages such as letter sounds, phonemes, spelling, grammars, sentence patterns, and so on. In this situation, L2 learners' mother tongue can be used to explain L2 grammars and to convey the meanings of complex words and sentences (Cook, 2001). If teachers provide students with a clear instruction of L2 through L1, students will be able to comprehend their teacher's inputs (Cook, 2001), but this point of view does not suggest that L1 should be the main language of L2 classroom. In addition, teachers should continually encourage the learners to use L2 exclusively in their tasks. However, explaining everything in English may render the inputs incomprehensible especially for EFL beginners (Lee, 2001). Therefore, there is an essential need for L2 beginners to create an accurate link between the reality of L2 classroom and the position of their L1 use for maximizing their L2 cognitive development. This linkage plays a crucial role to construct initial bases of L2 linguistic and pragmatic contexts.

As the competence of L2 learners at the intermediate level is incompletely formed, they can use both languages (L1 and L2) in balanced situations (Park, 2013) with more systematic manners and limitations; teachers should encourage them to place reliance on

their limited L2 ability to carry out their tasks. If L2 elementary or intermediate students are forbidden to use their L1, they will be frightened to ask any questions or to participate actively in their L2 classroom because of humiliating by their teacher or their classmates. Whereas, students' communicative competence develops through their active participation in meaningful communicative contexts which is achievable by the use of their L1 (Littlewood, 1981). In this case, concurrent use of L1 and L2—in EFL classroom context—with a careful balance between the two languages can accelerate positive attitudes in learners (motivation and interest) toward L2 language development pragmatically and socio-linguistically. It should be noticed that L1 should not be overused in L2 classroom, a number of limitations to use it are tabulated as follows:

- When it is necessary to explain linguistic properties such as complex grammar points (Tang, 2002), knowledge of sounds, idioms, and so on.
- When it is necessary to give effective feedback to students' errors,
- When it is necessary to decrease learners' anxiety,
- When it is necessary to help students promote their strategies of cognitive language learning, communicative strategies and meta-cognitive awareness to overcome their deficiency of L2 knowledge.

Whereby, the competence of L2 advanced learners is completely formed, they can use L1 whenever it is necessary, they should mostly try to use only L2 in their L2 classroom because they are called proficient learners who are able to use four basic skills of second language (listening, speaking, reading and writing) effectively and communicatively. It is needed to recognize the importance of maximizing L2 use in L2 classroom for advanced level. In sum, using L1 in L2 classroom is the best way of humanizing L2 teaching which facilitates L2 learners to make learning process be a more effective experience noticeably for beginners and intermediate students. According to Tomlinson (2013), to achieve effective and durable learning, second language learners need to relax, feel at ease, to develop self-confidence and self-esteem, to create positive attitudes towards the L2 learning experience intellectually, aesthetically and emotionally.

Additionally, there is also the possibility of positive transfer of linguistic and communicative skills from one language to another (Srinivas, 2009). Utilizing L2 learners' first language provides them to work within their Zone of Proximal Development, as proposed by Vygotsky as cited in (Wells, 1999). They usually use their native language when accomplishing pair working to make solutions to linguistic tasks. Students use their first language when they want to ask each other for clarifying questions or meaning of unknown words in L2, they often use their native language in their written tasks which help them simplify and develop the meanings. It brings them an opportunity to assess over and over themselves (self-assessment) in their classroom interaction and communication with their teacher and their peers (Wells, 1999). L1 serves a supportive and facilitating role in the L2 classroom (Tang, 2002). Far from being an interference, learners' first language scaffolds their L2 improvement, building new knowledge on old (DiCamilla & Antón, 2012; McMillan & Turnbull, 2009). Regardless of the classroom or institutional policy, the L1, particularly for L2 beginners and intermediate students, will

be a tool by which they focus attention, organize thoughts, and internalize meaning (Swain & Lapkin, 2013).

Moreover, according to Ray (2015), a competent teacher should find ways of overcoming the limitations or challenges s/he encounters in the English classroom. A bright teacher, therefore, has to carefully plan activities and innovative strategies where he/she can provide opportunities for learners to understand as well as use the target language meaningfully and creatively. Kellerman (1985) called L1 interferences as the facilitative effects which can also be adduced by certain types of U-shaped behavior (i.e. moving from correct form of L2 to incorrect, and then to correct one). In such a case, facilitative effects are evident in the early stages of L2 learning, before the learners are "ready" to construct a developmental rule. In fact, the learners' L1 can facilitate L2 learning.

Likewise, Meyer (2008) believed that the primary role of the students' L1 in the language classroom is lowering affective filter which is done through their comprehension. To achieve this goal, code-switching as one of the unavoidable teaching learning situations is employed in the early stages of L2 learning. However, some researchers, like Ellis (1984), Chaudron (1988), Lightbown (2001) advocated using English in English classrooms. They believed that teachers should aim at creating an English environment and did not accept code-switching concept as it would result in negative transfer in the second language learning. Researchers, in support of code-switching argued that the first language can promote the learning of the target language and that code switching is a strategy to be adopted efficiently in an English language classroom.

Foremost, Cook believed that the teacher should let the students use their mother-tongue and calls it a "learner-preferred strategy". Stern (1992) suggested that the use of both L1 and L2 can be helpful to the students who unconsciously learn from their own native language base. Therefore, teacher's code-switching strategy contributes students to understand L2 inputs rapidly. According to Hawkins (2015), in a study done specifically in Japan on teacher code-switching revealed that it had a positive effect by fortifying or restoring "the flow of interaction" in classes with low proficiency or unmotivated students, or both. The benefits of code-switching by teachers and students are also strongly supported by sociocultural and cognitive theories. Begum and Haque (2013) used the term *code-mixing* against code-switching. They believed that code-switching takes place when you change language intentionally because of specific purposes that means you apply code-switching. Whereas, when you insert a piece of word other than that of your language and you don't have any specific purpose it means you apply code-mixing. There are few examples of different code switching strategy used by an English teacher:

Persian to English:

*har chizi ke kameln PERFECT nist.* → Everything is not completely perfect.

*in mitone az inja MOVE kone bre anja.* → It can move from here to there.

English to Persian:

*In English, knowing grammar besorat sakhtarry moheme.* → In English, structurally knowing grammar is important.

Furthermore, translation is considered as a positive form of interference to enrich second language learners' competence and performance skills (Afzal, 2013). Leonardi (2007) believed that the beneficial features of applying translation strategy in second language classes will be revealed when there is a restriction use of it. From one side, he viewed that translation use provides L2 students to be conscious of the similarities and differences between two languages culturally and linguistically, therefore, students' competence and performance may improve. From other side, he considered translation as a language skill like other skills such as writing, speaking, listening, and so on. However, translation more often is considered as a method of language teaching not a strategy by linguists and methodologists. There are few examples of different translation strategy used by an English teacher:

*Some of two-word verbs are separable.* → (بعضی افعال دو کلمه ای جدا شدنی هستند)

*The tense of verbs in type I conditional sentences is present tense.* →

(در جملات شرطی نوع اول، فعل به صورت حال ساده می آید.)

Although, EFL teachers in the second language classroom frequently use first language accidentally, the use of it should be treated as teaching strategy like code-switching and translating strategies which are still controversial (Littlewood & Yu, 2011). Whereas, in ESL contexts such as Canada, South Korea, and Hong Kong, English-only language policies are carried out based on two considerations: firstly that the learners' mother tongue may interfere in the their second language learning process, and secondly that by maximizing English exposure to learners, they will become more proficient pragmatically and linguistically. My personal experience as a learner and English teacher in EFL context like Iran with insufficient English environment has proved me that well-planned use of the first language can contribute and facilitate the learning and teaching processes of the L2 at elementary and intermediate levels. With respect to, Afzal (2013, p. 1847) expressed:

The value of using L1 is a neglected topic in the TEFL methodology literature. This omission, together with the widely advocated principle that the native language should not be used in the foreign language classroom, makes most teachers, experienced or not, feel uneasy about using L1 or permitting its use in the classroom, even when there is a need to do so.

## METHOD

A pretest, treatment, posttest design based on the quasi-experimental research was employed to test code-switching and translation as two strategies of Iranian EFL teachers in L2 classrooms. The type of research is applied research. The treatment plans of this study was begun in second week of October (at the beginning of Iran school year, 2015) and ended in the third week of December (three months of school year, totally 12 sessions) once a week. The training time for each of the three groups was identical, each training session was held 90 minutes for each class.

## Participants

A pretest-treatment-posttest method was used in this study based on a quasi-experimental (not a true-experimental) study, because, the participants of this study were selected via nonrandom selection of "convenience sampling" at SAMA Girl JSP School (first grade students) in Rasht, Iran. Hence, first, Solution Placement Test (SPT) was administered (for homogenizing the participants), then 45 first grade students out of 60 were selected based on the results of SPT. Next, they were randomly divided into three groups, an experimental (N = 15) as group A, an experimental (N = 15) as group B, and a control (N = 15) group in order to investigate the research hypothesis. English for group (A) was taught by code-switching strategy, group (B) was taught by translation strategy and control group received placebo or no treatment of emphasizing any specific strategies of code-switching or translation but the instruction was based on a monolingual approach for teaching English (the use of L2 solely).

## Materials

The materials used for conducting the research were instructional and testing materials. In both experimental classes, the researcher (as English teacher) made an attempt to make the students familiarize with the concept of code-switching and translation strategies by applying explicit instruction, which was unknown to almost every student in both groups. In the control class, the researcher applied L2 to teach English (a monolingual approach). The instructional material used in this study was based on students' English textbook titled "Junior Secondary Program from the series of Prospect 1 written by Khadir Sharabian, KheirAbadi, AlaviMoghadam, AnaniSarab, Forouzandeh and Ghorbani published by the Ministry of Education in 2015". Based on students' English textbook, the first four lessons were selected for teaching English via both aforementioned strategies by the researcher (as English teacher).

Also, the testing material used in this study was based on three independent tests. The first one was SPT for determining the participants' English proficiency level. This test was based on a standardized test of Oxford University (2011). The second test, the pretest, was a standardized Diagnostic Test for first grade students (developed by LIFEPAAC Curriculum Language Arts Inc., 2013). It consisted of 60 items for diagnosing the participants' potential problems in English vocabulary, grammar, reading comprehension and writing (their weaknesses and strengths). It was administered to three groups before treatment program. The third one was the posttest which was developed by two English teachers of the same school based on the content and the words of students' English textbook. The posttest consisted of different parts with 59 items including vocabulary, grammar, spelling, pronunciation and reading comprehension. It was administered when the experimental groups completed their specified educational course of language teaching by code-switching and translation strategies. All participants of three groups participated in the posttest. The posttest assessed students' English improvement. Likewise, the time allotment for the pretest and the posttest were 60 minutes, and in order to have a numerical scale all responses were scored by objectivity procedure, i.e., normalized scoring method such as row score (a scale of zero to 20) was considered. The collected data were statistically analyzed through descriptive statistics

and inferential statistics—two parametric statistics (namely, one-way ANOVA and a paired samples *t*-test using SPSS software.

## RESULTS

Table 1 offered descriptive statistics (mean, standard variation and variance), and Table 2 provided inferential statistics (one-way ANOVA) of the collected data obtained from three groups for the pretest scores (a diagnostic test to determine all participants' English proficiencies). The results revealed that there was no significant differences among the groups in the pretest before treatment schedules (code-switching and translation strategies training). The results of the pretest illustrated that mean value of 15.66 for the control group, and the mean values of 16.00 was for the experimental group A and 16.04 was for the experimental group B. The results demonstrated the three groups did not differ statistically before the treatment period of two aforementioned strategies. In addition, according to Table 2, the results of one-way ANOVA for the pretest represented that there was not any statistically difference across groups ( $F = 1.627$  with  $df. = 42$ ,  $Sig. = .189 \geq .05$ ). The probability value of *F* for the pretest of diagnosing test was higher than alpha ( $\alpha = .05$ ). Therefore, the average evaluation of the participants' English proficiency were similar before treatment program of applying code-switching and translation strategies.

**Table 1.** The results of descriptive statistics of three groups for the pretest scores

Groups	N	Mean	Std. Deviation	Variance
Exp. A	15	16.00	2.15	4.62
Exp. B	15	16.04	2.58	6.65
Ctrl.	15	15.66	2.69	7.23

**Table 2.** The results of inferential analysis of one-way ANOVA for the pretest scores

Groups	N	df.	SED	F	sig.(two-tailed)	Lower	Upper
Exp. A & Exp. B & Ctrl.	45	42	0.39	1.627	0.189	12.81	14.38

While the results of the posttest at the end of the study (Tables 3 and 4) represented a significant variation across the groups. In general, a comparison of the results obtained from two sets of data before treatment and after treatment schedules revealed significance differences. The descriptive statistics results of the posttest showed that the mean of the control group ( $M = 16.54$ ), mean of the experimental group A ( $M = 17.22$ ), and mean of the experimental group B ( $M = 18.61$ ), differed significantly. The probability value of the *F* in the ANOVA table was less than  $\alpha = .05$ . Therefore, the hypothesis that average assessment scores of the posttest (the code-switching and translation strategies) were similar across the three groups was rejected ( $F = 13.444$ ,  $Sig. = .0001 \leq .05$ ).

**Table 3.** The results of descriptive statistics of three groups for the posttest scores

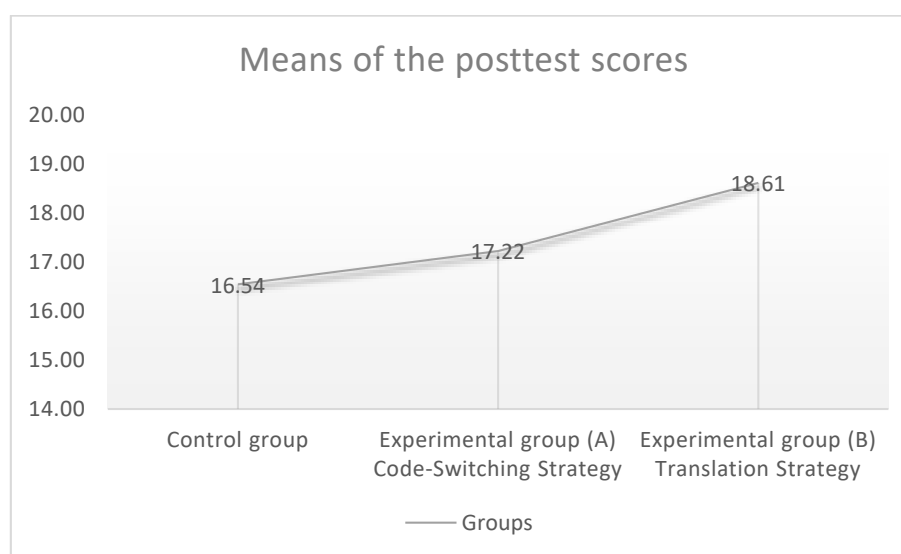
Groups	N	Mean	Std. Deviation	Variance
Exp. A	15	17.22	2.03	4.12
Exp. B	15	18.61	1.30	1.69
Ctrl.	15	16.54	2.35	5.52



**Table 4.** The results of inferential analysis of one-way ANOVA for the posttest scores

Groups	N	df.	SED	F	sig.(two-tailed)	Lower	Upper
Exp. A & Exp. B & Ctrl.	45	42	0.39	13.444	.0001	15.11	16.57

The results of F statistics proved that there was statistically significant differences among the three groups' mean scores. The students of the experimental group B who were taught by applying translation strategy outperformed in comparison with their counterparts, namely the control group who was only taught by English solely, and the experimental group A who taught by code-switching strategy for English teaching. Figure 1 demonstrates the location of mean plots for the results of the participants' posttest scores.

**Figure 1.** Mean plots for the results of the participants' posttest scores

In order to examine the amount of the participants' progression within groups, three paired samples *t*-tests were also run, which revealed that the students' progression from the pretest to the posttest (see Table 5).

**Table 5.** The results of paired samples statistics for the pretest and the posttest scores of three groups

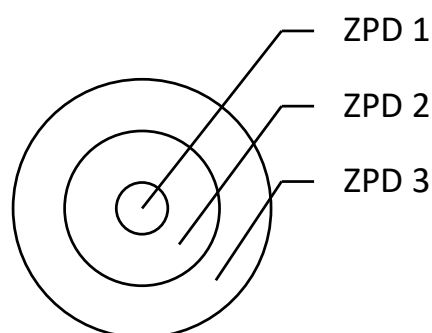
Paired Samples Statistics						
Groups			Mean	N	Std. Deviation	Std. Error Mean
Control group	Pair 1	Pretest scores	15.6600	15	2.69391	.69556
		Posttest scores	16.5467	15	2.35635	.60841
Experimental group (A) Code-Switching Strategy	Pair 1	Pretest scores	16.0067	15	2.15362	.55606
		Posttest scores	17.2233	15	2.03072	.52433
Experimental group (B) Translation Strategy	Pair 1	Pretest scores	16.1003	15	2.85023	.73593
		Posttest scores	18.6133	15	1.30201	.33618

According to Table 5, the mean value of the control group improved from (15.66) in the pretest to (16.54) in the posttest. Also, the mean value of the experimental group A

improved from (16.00) in the pretest to (17.22) in the posttest, and finally, the mean value of the experimental group B improved from (16.10) in the pretest to (18.61) in the posttest.

## DISCUSSION AND CONCLUSION

Krashen (1982) had an urge on teachers' comprehensible input regarding learners' affective filters in order that learning and teaching processes take place. According to Du (2009), when students' affective filter (anxiety and stress) is high, it acts as a barrier to grasp teacher's L2 inputs which Du (2009) called it a "*mental block*". Otherwise, with low affective filter, students get positive attitudes (interest, motivation and self-confidence) toward L2 learning which make teacher's inputs be comprehensible inputs. So, it is the teachers' duty to pay attention to the role of the students' affect in L2 teaching in order to maximize the value of L2 teaching (Selinker, 2009). Besides, utilizing code-switching and translation strategies act as scaffolding tools and create easily a bridge between teachers' language teaching method and learners' language learning approaches. Indeed, scaffolding is the kernel of Vygotsky's (1978) theory, it is the notion of a Zone of Proximal Development (ZPD) in every learner. According to Vygotsky, ZPD is the distance between students' existing developmental state and their potential development level so that students can learn language in cooperation and collaboration with their peers and teachers interactively. In this respect, teacher's method of teaching acts as a mediation and intervention to the students' future progresses. Hence, according to Mirbazei, Arjmandi and Bazargani (2016), the mental processes help L2 students make the circle of their L1/L2 ZPD (L1 as actual level and L2 as potential level) to become bigger and bigger simultaneously which is getting on the foundation of L2 development cognitively (see Figure 2).



**Figure 2.** L2 learners' language development based on Vygotsky's (1978) Zone of Proximal Development (ZPD) theory in every learner

Consequently, Krashen (1982) presented  $i+1$  formula which also closely approximates Vygotsky's (1978) ZPD, the metaphorical space between a learners' current level of development and the next level. According to Krashen's (1982) input hypothesis, the learners can improve and progress in their knowledge of language when they receive second language comprehensible input that is one step beyond learners' current stage of linguistic competence which he called  $i + 1$  rather than  $i + 2$  or  $i + 0$ . This study explored that the instruction of second language through code-switching and translation strategies are also beneficial for teachers in reducing their learners' anxiety to learn a foreign

language, and maximizing their learners' learning and cognitive processes. These researchers observed that using two aforementioned strategies make a good rapport between teachers and learners in a comfortable feeling in which teachers will be able to minimize learners' affective filter. Therefore, their teaching may be meaningful, and learners will be able to participate in their classroom activities eagerly and to interact or to share their views or thoughts with their peers and teacher, as well.

This study observed that applying code-switching and translation strategies include following psychological and educational advantages for EFL first grade students:

- To activate learners' mental activity,
- To motivate students to learn language eagerly,
- To maximize students' language learning development intellectually,
- To foster students' self-esteem, self-confidence and risk-taking,
- To minimize students' affective filter,
- To provide students opportunities to use language effectively and communicatively whenever they are ready,
- To create a positive atmosphere in the classroom,
- To facilitate L2 teaching and learning processes linguistically and pragmatically,
- To promote students' L2 learning collaboratively.

Undoubtedly, code-switching and translation strategies may improve EFL students' language learning processes. To elaborate on the pedagogical implications of this study, it can be argued that the monolingual approach for teaching English (the use of L2 solely in EFL classroom) seems inadequate to achieve L2 teaching and learning goals. Whereas, employing L1 alongside L2 in EFL context contributes students learn L2 more effectively. The results of the present study showed teaching English through code-switching strategy, specifically, translation strategy can have positive effects on the students' second language learning towards L2 improvement. This research findings confirm that employing the students' first language in EFL context like Iran is effective. Likewise, all the students in both groups had a positive responses towards their teachers' applying code-switching and translation strategies, they believed that their comprehending of English grammar, particularly, its sound system became clear when the teachers drew similarities or dissimilarities between English and their mother tongue via code-switching and translation strategies. Accordingly, this study found that the EFL students specifically first-grade ones need to apply their first language in their interactions with their peers for efficacy of information transmission and clarification. Hence, first language could be used by the English teachers as a pedagogical strategy to facilitate students' language learning process affectively and cognitively.

The purpose of this study was to examine the impact of using code-switching and translation strategies for improving first-grade students' English learning as EFL learners. The results demonstrated that students who received 12 sessions of two aforementioned strategies attained higher scores than those who received monolingual approach for teaching English (the use of L2 solely), over their posttest. It was proved that code-switching and translation as two strategies was more successful than monolingual approach (the use of L2 solely) in an EFL context like Iran with an input-

poor environment compared to an ESL one. Consequently, it is helpful to utilize code-switching and translation strategies as scaffolding tools to enhance EFL students' overall language development (writing, speaking, reading, listening, semantic, pragmatic, phonology, morphology and so on) which engage students' cognitive process (schema) to internalize learning materials.

The findings of this research revealed that the use of L1 in L2 classroom is not only an efficient learning medium but also a needful humanizing teaching method if pedagogical activities are well-designed based on L2 learners' needs and abilities. In this situation, teachers could help students use positively L1 to consolidate a good sense or connection with the content of the L2 materials to get a rapid comprehending and feeling at ease which facilitate increasingly L2 acquisition. Teachers' ultimate goal of L1 use should be based on maximizing learners' effective involvement or engagement cognitively and emotionally, increasing learners' learning development and decreasing their affective filters. In fact, the degree of L1 use in L2 classroom depends highly on the degree of learners' second language needs and abilities. Researchers recommend neither exclusive use of L1 nor its abandonment in L2 classroom should be considered. Accordingly, the findings highlighted the effective features of utilizing the code-switching and translation strategies as two secure ladders for going up L2 learning and teaching steps, maximizing learning and teaching developmental processes, facilitating second language acquisition and fortifying the "flow of interaction" between students and teacher collaboratively in EFL context.

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