

## **Abstract:**

There has been a widespread interest on the use of L1 in the L2 classroom and scholars have been paying further attention to the concept of code-switching through the past few decades. Code-switching is the alternation of one language to another in speech. This study has investigated the impact of the use of code-switching on bilingual students' L2 learning, and the reasons that prompt it. Teachers' perception on the concept of code-switching and its presence in the bilingual classroom has also been examined. This research has been conducted at a bilingual school in Iran. A total of 30 secondary female students and two teachers have participated in this study. Observations, teacher interviews and a student questionnaire have been carried out in this research. The results of this study reveal that students code-switch for both linguistic and social reasons. In other words, code-switching has been suggested to facilitate students in their linguistic skills, as they are enabled to use the L1 when facing problems. Also, from the sociolinguistic perspective, code-switching is proved to assist students in overcoming their fear of speaking in L2. This study suggests that code-switching is beneficial to students' second language acquisition.

**Key Words:** Code-switching, Second Language Acquisition, Bilingual Classroom, Use of L1

## ملخص:

كان هناك اهتمام واسع باستخدام اللغة الأولى في غرفة تدريس اللغة الثانية ولا يزال الباحثون يولون المزيد من الاهتمام لمفهوم التناوب اللغوي أو تغيير اللغة على مدار العقود القليلة الماضية. فالتناوب اللغوي هو التغيير من لغة إلى لغة أخرى في الحديث. وقد قامت هذه الدراسة بفحص أثر استخدام تغيير اللغة على تعلم اللغة الثانية للطلبة اللذين يتحدثون لغتين، والأسباب الدافعة لذلك. وقد تم أيضا دراسة فهم المدرسين لمفهوم التناوب اللغوي (تغيير اللغة) ووجوده في الفصول ثنائية اللغة. وقد تم إجراء هذا البحث في مدرسة ثنائية اللغة في إيران. و شارك في الدراسة 30 طالبة في التعليم الثانوي ومدرستين. وقد تم في هذه الدراسة عمل ملاحظات ومقابلات شخصية مع المدرسين بالإضافة إلى استبيانات بين الطلبة. وتكشف نتائج هذه الدراسة عن أن الطلبة يقومون بتغيير اللغة لأسباب لغوية واجتماعية. وبعبارة أخرى، يتم اقتراح تغيير اللغة لمساعدة الطلبة في مهاراتهم اللغوية، كما يتم دعمهم لاستخدام اللغة الأولى عند مواجهة أية مشكلات. و من منظور اجتماعي لغوي، فقد أثبت التناوب اللغوي أو تغيير اللغة فعاليته في مساعدة الطلبة في التغلب على مخاوفهم من التحدث باللغة الثانية. وتشير هذه الدراسة إلى أن تغيير اللغة مفيد في مساعدة الطلبة على اكتساب لغة ثانية.

**الكلمات الرئيسية:** تغيير اللغة، اكتساب لغة ثانية، حجرة دراسية ثنائية اللغة، استخدام اللغة الأولى

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