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**Attitudes toward University Teachers' Code Switching Behavior
Regarding Students' Big Five Personality Traits by 1. Ismail Baniadam and
2. Mehdi Sarkhosh**

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Abstract

The purpose of this study was to investigate the relationship between MA English students' personality traits (PT) and their attitudes toward university teachers' code switching (CS) in Urmia, Iran. In addition to that purpose, the correlation between each sub-scale of PT including (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) and teachers' CS was analyzed. Finally, the overall attitudes of MA TEFL English students toward CS behavior were discussed as well. To this end, 150 MA English students (70 males and 80 females) from State and Azad universities of Urmia City participated in this study. Two instruments were used for data collection for this aim. In order to measure students' PT, the Big Five Inventory designed by (John & Srivastava, 1999) was administered. Secondly, to measure Students' attitudes toward teachers' CS, the questionnaire developed by Mingfa Yoa (2011) was used. According to the results, no significant relationship was found between the PT of students and their attitudes toward teachers' CS. Furthermore, there was not a significant relationship between students' PT and their attitudes toward CS regarding the five sub-scales of PT. The findings of the study also indicated that the majority of students had similar attitudes toward CS phenomenon. Their overall attitudes were positive toward teachers' CS, and the majority of students agreed with CS in EFL settings. As a result, it was revealed that CS is an acceptable behavior in EFL context from MA TEFL students' perspectives.

Keywords: personality traits, MA students, attitudes, code switching, university teachers, Iran



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Introduction

Nowadays, learning English is considered as a necessity almost all around the world (Hamers & Blanc, 2000), and the ability to communicate in English as an international Language (Sharifian, 2009) or global Language (Crystal, 2003) has turned into one of the significant objectives of people for different reasons. As a result, English is the distinguished language of the contemporary century in the variety of subjects throughout the world (Crystal, 2003). Since English is an international language, there is a big trend among people to learn English as a second language (SL/L2) or foreign language (FL) for a variety of reasons, respectively (Crystal, 2003; McKay, 2002). With regard to English as a second language (ESL) and English as a foreign language (EFL) contexts, Richards and Schmidt (2013) clarified that EFL context refers to a setting in which people learn English in a formal setting without any contact with the target language (TL) outside, while in ESL context, English is routinely used in daily life. Iran is one of the countries where English is learned as a foreign language. In fact, it is not only the foreign language in schools (Rahimi & Eftekhari, 2011) but also the medium of instruction in university (Khajavi & Abbasian, 2011).

In EFL or ESL contexts, there are some situations that speakers may combine some or more segments of first language (L1) and L2 together for several possible reasons. As Hamers and Blanc (2000) stated, the combination of linguistic items between L1 and L2 are the concern of many researchers who deal with the issue of CS phenomenon in bilingualism contexts. CS is defined as the "alternation of two languages within a single discourse, sentence, or constituent" (Poplack, 1980, p. 583). Accordingly, Gardner-Chloros (2009, p. 4) defines CS as the "combination of more than one language or dialect in the same conversation or sentence by bilingual people." Nunan and Carter (2001, p. 275) describes it as a "phenomenon of switching from one language to another in the same discourse". According to Trudgill (2000), switching among speakers is a means to handle



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the situation as they prefer, and to convey a subtle difference in or shade of meaning in their interaction.

Regarding Matrix Language Frame Model (MLFM) established by Myers-Scotton (1997), it is confirmed that one language is considered to be dominant over another in CS process. As a result, the dominant language is called matrix language (ML), while the second language is called embedded language (EL) mainly due to the insertion of its words in the former language. Accordingly, ML is expected to be English, whereas EL is expected to be Persian language in this study. According to Hamers and Blanc (2000), the concept of CS is mostly related to bilingualism setting in which knowing more than one language and being able to use them in a fluent way is considered, and is generally observed in EFL classroom process (Sert, 2005) or ESL one (Brice, 2000). By considering the classroom context, mainly the EFL one, the insertion of L1 is possible only if all the participants have the same L1. Otherwise, students and their instructors may encounter difficulties in communication, and they may not achieve effective results due to their use of CS in classrooms (Sert, 2005).

Among the several aspects of the study in CS phenomenon, one of the prominent parts is studying about various states of perspectives or attitudes toward CS in language learning contexts. There are both supporting and opposing views on CS in the classroom context. Accordingly, some EFL instructors completely confirm it as a useful strategy, whereas some have contrastive views toward CS (Sert, 2005). It is verified that teachers can use CS to clarify the unknown materials to learners in EFL settings, and avoid misunderstanding among the students (Sert, 2005). It is also believed that CS is a bilingual tool that paves the way to start conversation and communication (Romaine, 1995). Cook (2000) and Stern (1992) also have positive attitudes toward CS phenomenon in L2 context because the 'English Only' context may cause lack of motivation among learners, only due to lack of comprehensible input in TL context (Widdowson, 2003). In contrast, some scholars such



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as Labov (1971) and Hughes, Shauness, and Brice (2006) reported negative attitudes toward CS and considered it as a weakness behavior in pedagogy. Consequently, it is believed that teachers should focus on 'English only' or monolingual teaching style (Chaudron, 1998; Ellis, 1984, 1985; Phillipson, 1992). Correspondingly, Krashen (1987) and Littlewood (1981) also support monolingual schooling.

Purpose of the Study

Among the variety of interests in different language study contexts, studying about language attitude as one of the most important facts in applied linguistics can help scholars to judge peoples' social class, group membership, and some other items by the means of language used in different social and educational settings (Garrett, 2010). As Baker (1992) confirmed, the term 'language attitude' is an umbrella term that consists of several language-based items such as attitudes toward different language dialects, preference, and usage. Besides the importance of the investigations on language attitudes in educational settings, mainly in EFL contexts (Gardner, Lalonde, & Moorcroft, 1985), evaluation of some other critical items such as personality, affective, motivational, and demographic factors also plays significant role in successful teaching and learning. Among all of them, personality is considered to be the important one in evaluating the attitudes of people (Carrell, Prince, & Astika, 1996). Personality as a significant psychological feature can lead peoples' behavior in having their own patterns of attitude, feeling, thought, and treatment toward somebody or something (Phares, 1991).

Because of the paucity of studies on investigating the features of personality and language attitude, it seems essential to conduct a research on these two constructs in Iran. It is believed that PT (McCrae & Costa, 1987) is an appropriate model for understanding the relationship between personality and various academic behaviors (Poropat, 2009). Appropriately, by considering the importance of personality and attitude in language teaching and learning context, it seems timely to investigate these two important features



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in CS behavior as well. Accordingly, the aim of the present study is to evaluate the relationship between PT of MA English students and their attitudes toward university teachers' CS behavior in EFL context. Secondly, the correlation between five main sub-scales of PT and CS behavior is going to be discussed in this study. Then, the overall attitudes of students toward CS will be explored as well. In addition to the overall attitudes of students, the role of another important item such as students' gender concerning CS behavior is going to be discussed in this study. There have been a variety of studies on individual differences in different educational contexts (Contessa, Ciardiello, & Perlman, 2005; Fowler, 2002) but there have been few studies based on the 'Big Five' model in L2 context (Ellis, 2008). So, knowing about students' attitudes, either negative or positive will reveal the range of their preferences in CS behavior in EFL context.

Regarding the discussion proposed, following research questions are going to be discussed in details.

1. Is there any significant relationship between the students' extroversion sub-scale of PT and their attitudes toward CS?
2. Is there any significant relationship between the students' neuroticism sub-scale of PT and their attitudes toward CS?
3. Is there any significant relationship between the students' conscientiousness sub-scale of PT and their attitudes toward CS?
4. Is there any significant relationship between the students' agreeableness sub-scale of PT and their attitudes toward CS?
5. Is there any significant relationship between the students' openness sub-scale of PT and their attitudes toward CS?
6. Are there any positive attitudes toward CS behavior among the students?

Based on a comprehensive survey of the literature, no similar study could be found in Iran. Therefore, this study could attract the Iranian scholars' and educators' attention to investigate about the relationship between learning and personality. Additionally, a study



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such as this will show the importance of individuality in educational settings, and help teachers and instructors to meet the educational needs of learners.

Methodology

Participants

In order to conduct the study, the sample or participants were selected from among MA TEFL students at Urmia state University and Urmia Azad University. The sample group included 150 TEFL students ranging from 22 to 40 years in the above-mentioned universities in Urmia City. The participants of this study were 80 female and 70 male MA students in different semesters of the university. From among 80 female participants, 40 students were randomly selected from each university (40 students from Urmia state University and 40 persons from Urmia Azad University).

Again, from 70 male participants, 35 were equally selected through the random sampling from each university, which is considered as a "selection of participants relying totally on random basis and completely on chance in order to include subjects with similar characteristics to the population" (Dörneyi & Taguchi, 2010, p. 61). From two types of random sampling method in quantitative researches including simple and stratified, the simple random sampling type was selected to be used in this study because it is the most effective and acceptable way to select a representative enough sample from the whole population (Mackey & Gass, 2015). Accordingly, in this sampling method, each person has an equal chance to be independently selected in the study. Furthermore, it can enhance the degree of external validity and generalizability to the whole population (Cohen, Manion, & Morrison, 2013).



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The Description of Participants in Term of PT

According to self-reported information gathered from 80 female students regarding their PT in five main categories including extroversion, agreeableness, conscientiousness, neuroticism, and openness, the mean scores were reported respectively as 29.38, 24.91, 29.47, 24.33, and 28.22. Accordingly, the standard deviations (SD) of these five categories were 5.24, 3.82, 4.83, 5.15, and 3.04, respectively. According to the mean scores found among the female participants concerning five main sub-scales of PT, conscientiousness sub-scale with mean score equal to 29.47 was the highest one, while neuroticism with mean score equal to 24.33 was the lowest sub-scale. It was revealed that female participants were more conscientious, and at the same time were less neurotic (See Table 1).

Table 1

Dimensions of the Five-Factor Model of PT with Reliability Scores among Female

Personality Traits	Mean	Standard Deviation
Extroversion	29.38	5.24
Agreeableness	24.91	3.82
Conscientiousness	29.47	4.83
Neuroticism	24.33	5.15
Openness	28.22	3.04

Among the 70 male students regarding their PT in five main categories including extroversion, agreeableness, conscientiousness, neuroticism, and openness, the mean scores were reported respectively as 30.44, 24.61, 28.16, 24.62, and 29.46. Accordingly, SD of these five sub-scales concerning the PT was 4.22, 3.61, 5.08, 4.52, and 3.50, respectively. Among the males, extroversion sub-scale with mean score equal to 30.44 is the highest one, while agreeableness with mean score equal to 24.61 is the lowest sub-category. As a result, it was revealed that male participants were more extroverts, and the same times were less agreeable (See Table 2).



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Table 2

Dimensions of the Five-Factor Model of PT with Reliability Scores among Males

Personality Traits	Mean	Standard Deviation
Extroversion	30.44	4.22
Agreeableness	24.61	3.61
Conscientiousness	28.16	5.08
Neuroticism	24.62	4.52
Openness	29.46	3.50

Data Collection Instruments

In the present study, two following structured and standard questionnaires with close-ended questions (Cohen et al., 2013) were selected to collect data, mainly because of their facilities in data collection process (Dörneyi, 2003). In order to measure the relationship between students' PT and CS issue, the Big Five Inventory model developed by John and Srivastava (1999) including five main sub-scales with 44 items was used to collect data regarding the students' PT. The five domains of the 'Big Five Inventory' model are: 1) extraversion vs. introversion, 2) agreeableness vs. antagonism, 3) conscientiousness vs. lack of direction, 4) neuroticism vs. emotional stability, and 5) openness vs. closeness to experience. The questionnaire has been designed in Likert-type scale with five choices from 1 to 5. Participants were asked to rate each item by their level of agreement as follow: 5 = strongly agree, 4 = agree a little, 3 = neither agree nor disagree, 2 = disagree a little, 1 = strongly disagree (See Appendix A).

Secondly, to measure Students' attitudes toward teachers' CS, the questionnaire developed by Yoa (2011) was conducted among the participants. Attitudes of MA TEFL students to CS in EFL classrooms were analyzed under four categories including 1) attitudes to teachers' persona in using CS (questions 1 to 5), 2) attitudes to CS in subject access (questions 6 to 10), 3) attitudes to CS in classroom management (questions 11 to 15), and



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4) attitudes to CS for interpersonal relations (questions 16 to 20). Again, in this Likert-type questionnaire, the participants were asked to answer their level of agreement from 1 to 5 as follow: 5=strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly disagree (See Appendix B). Furthermore, some demographic information of the participants as the moderator variables which refers to independent variables were also gathered in case they may be effective in their attitudes toward CS phenomenon, or maybe change a correlation of the variables (Mackey & Gass, 2015). As a result, students were asked to complete their demographic data including their gender and the type of their universities (State or Azad). The important factor in applying a questionnaire for collecting significantly acceptable and statistical data is its reliability. Appropriately, the two selected questionnaires concerning the 'PT and CS phenomenon' were completely standard and qualified ones. Their reliabilities has been confirmed by scholars, and are equal to 0.83 and 0.71 Cronbach Alpha coefficient, respectively. Regarding their reliabilities, it is revealed that both of the questionnaires are reliable enough for collecting quantitative research data in the present study.

Procedure of the Study

All participants were selected to participate in the study through simple random sampling model. At the beginning, the necessary permissions were taken from all course instructors to give the questionnaires to the students in their classes. All the students were also asked for permission orally to fill out the questionnaires during their courses. A brief demographic part was added to the questionnaires to gather certain required data about the participants. They included their gender and type of their university. The names of participants were not mentioned in order to keep their personal information. Data collection period for this study lasted approximately one month from September to October in 2017. Prior to initiating the main study, and in order to evaluate the feasibility of conducting above-mentioned instruments, the researcher performed a pilot study on both questionnaires (PT and CS) to know whether they serve the research goals (Cohen et



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al., 2013). To do so, a pilot study conducted among the 20 students (10 males and 10 females). Subsequently, the efficiency of both questionnaires were confirmed as equal to 0.85 and 0.78 Cronbach alpha scores, respectively which represented a high range of validity. Finally, the questionnaires were distributed to students during the last 20 minutes of classes in two universities. Consequently, the formats of questions in both of questionnaires were closed-ended ones in order to facilitate the quantification and analysis of numerical data (Wei & Moyer, 2009).

Research Design

Along with evaluating the attitudes of participants (MA TEFL Students) about teachers' CS behavior in qualitative way, the present study is also a form of quantitative and ex post facto correlational research design evaluating the correlation between the relationship between each sub-scale of PT (extraversion, agreeableness, conscientiousness, neuroticism, openness to experience) and CS issue. This is an ex post facto design because a pre-existing characteristic (personality) was used to form the groups. The study is ex post facto since no treatment is given to the participants and no change is made to them. The study has a quantitative design since the inferential statistics are utilized in order to find out the relationship between PT and CS. The main two variables of present study are namely, PT and CS which are both non-causal. In other words, the PT can be considered as the predictor, and the CS as the predicted or the response variable (also called target variable).

Data Analysis

To analyze the obtained data, all data gathered from the questionnaires were entered into SPSS software, version 21 to evaluate the relationship between the each sub-scales of PT and students' attitudes toward CS issue regarding their gender. In order to examine the assumption of linearity in the data, Loess line is used (Everitt & Dunn, 2001). This assumption says that the relationship between the two variables should approximately be a straight line. To examine this assumption, if the regression and Loess line match, this



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provides confidence in the assumption of a linear trend to the data. (Larson-Hall, 2010) As a result, no linear correlation was reported among the variables. Using Kolmogorov-Smirnov (K-S) to determine the normal or non-normal distribution of variables, it revealed the lack of normal distribution among the variables. Therefore, the non-parametric test of Spearman correlation instead of the parametric test of Pearson correlation was used to evaluate the gathered data.

Results

The Relationship between the Students' Extroversion Sub-scale of PT and their Attitudes toward CS

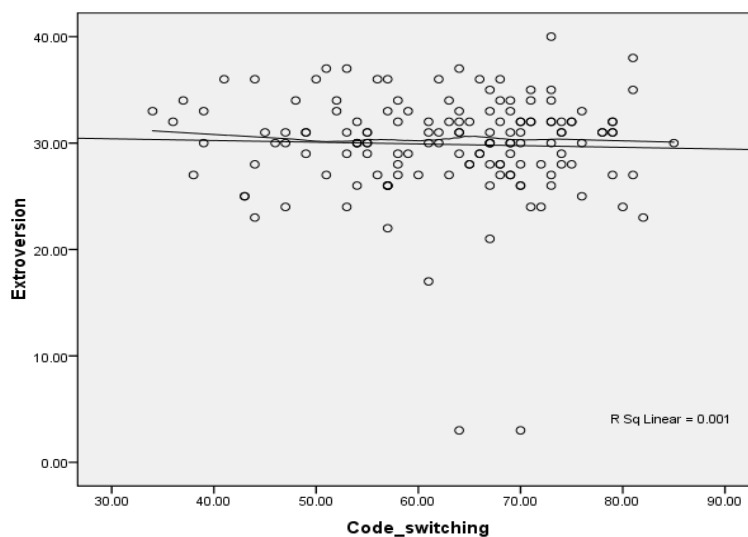


Figure 1. The relationship between the students' extroversion sub-scale of PT and their attitudes toward CS



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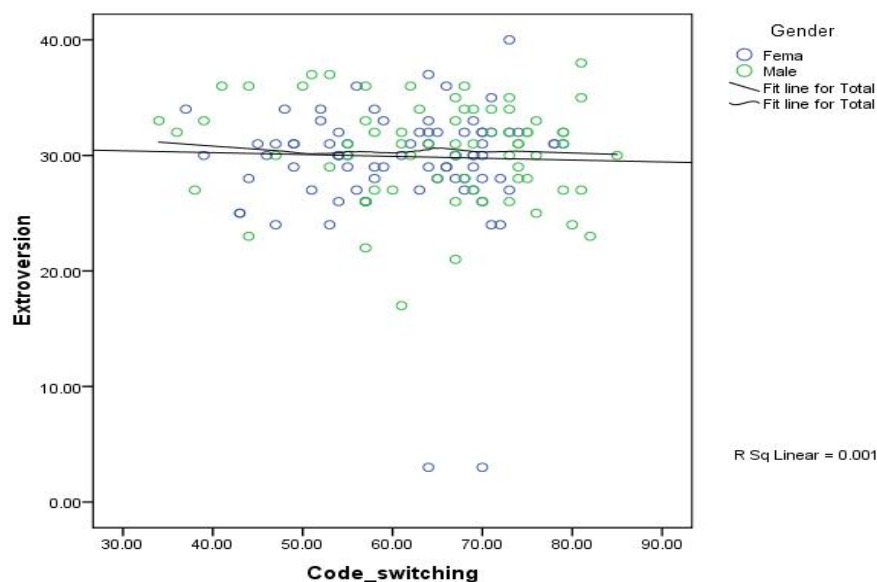


Figure 2. The relationship between the students' extroversion sub-scale of PT and their attitudes toward CS with regard to gender

Table 1

Test of Normality for Extroversion Sub-scale of PT

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statis-tics	Df	Sig.	Statis-tics	Df	Sig.
Extroversion	.131	150	.000	.827	150	.000

Note. A Lilliefors significance correction

As Table 1 reveals, the scores on neither extroversion, nor CS were normally distributed ($\text{sig} < 0.05$); therefore, the researcher had to apply non-parametric statistics. Accordingly, the non-parametric test of Spearman was applied instead of Pearson test, which is a parametric one (See Table 2).



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Table 2
Correlation between Students' Extroversion Sub-scale of PT and their Attitudes toward CS

			Extroversion	Code Switching
Spearman's rho	Extroversion	Correlation Coefficient	1.000	-.012
		Sig. (2-tailed)	.	.887
		N	150	150
	Code Switching	Correlation Coefficient	-.012	1.000
		Sig. (2-tailed)	.887	.
		N	150	150

As Table 2 reveals, extroversion and CS were not correlated ($r = -0.01$; $p > 0.05$). As a result, no correlation between students' extroversion sub-scale of PT and their attitudes toward CS was reported.

The Relationship between the Students' Neuroticism, Conscientiousness, Agreeableness, and Openness Sub-scales of PT and their Attitudes toward CS

Regarding other four sub-scales of PT, the scores on *conscientiousness*, *neuroticism*, *agreeableness*, and *openness* were not normally distributed ($\text{sig} < 0.05$) as well; therefore, non-parametric test of Spearman instead of Pearson test, which is a parametric one was used in evaluating these four sub-scales, respectively. Evaluating the correlation between four sub-scales of students' PT including *conscientiousness*, *neuroticism*, *agreeableness*, and *openness* and their attitudes toward CS, they were reported ($r = -0.14$; $p > 0.05$), ($r = -0.01$; $p > 0.05$), ($r = -0.08$; $p > 0.05$), and ($r = -0.06$; $p > 0.05$), respectively. As it was revealed, no significant correlation was reported between these four sub-scales of students' PT and their attitudes toward English teachers' CS behavior.



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The Overall Attitudes of Students toward CS Regarding their Gender

The overall perspectives of students toward university teachers' CS behavior was done regarding their gender in EFL context.

Table 3

The Overall Attitudes of Students toward CS with Regard to Gender

			Disagree	Agree	Total
Gender	Female	Frequency	13	67	80
		Percent	16.3%	83.8%	100.0%
	Male	Frequency	9	61	70
		Percent	12.9%	87.1%	
	Total	Frequency	22	128	150
		Percent	14.7%	85.3%	100.0%

According to Table 3, it was revealed that the majority of MA TEFL students regarding their gender had positive attitudes toward CS behavior in their classrooms. As it was revealed, about 85.3% of students were agree, while only 14.7 % were disagree with CS behavior in their classrooms. By considering the gender of students, it was revealed that 87.1% of male participants and 83.8% of females had positive attitudes toward CS. Generally, 85.3 % of all students stated that they were agreeing with switching phenomenon. As a result, students had positive attitudes toward CS.

Discussion

In spite of the importance of study about the relationship between PT and CS issue, there is a lack of psychological study such as analyzing the effect of PT on CS phenomenon in educational settings. As a result, there is not any study aimed to analyze the relationship between CS and PT issues except for two different studies done by Dewaele and Li (2014a & 2014b) multi-lingual speakers, respectively. Their studies showed that the attitudes toward CS phenomenon had a significant relationship with PT. In contrast, the present



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study revealed a completely opposite result. It was found that there was not a statistically significant relationship between the PT of MA TEFL students and their attitudes toward university teachers' CS behavior in classrooms. Therefore, the result of the present study is not consistent with the findings of Dewaele and Li (2014a & 2014b) regarding the correlation between PT and CS.

The Relationship between the Five Main Sub-scales of Students' PT and their Attitudes toward CS

By evaluating the amount of relationship between five sub-scales of students' PT including extroversion, neuroticism, openness, agreeableness, and conscientiousness and CS phenomenon, no significant relationship was seen between any sub-scale of PT and CS. In exploring the relationship between the sub-scales of PT and CS, only two studies of Dewaele and Li were conducted in this psycholinguistic context. By considering their studies, the first study was only focused on first two dimensions of PT including extraversion and neuroticism sub-scales (Dewaele & Li, 2014a), whereas in their second study, they only focused on the extroversion versus introversion sub-scale of PT (Dewaele & Li, 2014b). According to Pervin and John (2001), it is supposed that the first sub-scales of PT including extroversion and neuroticism may have statistically significant correlation with CS factor.

Accordingly, their studies have some drawbacks. It is seen that their studies did not consider all five dimensions of PT. Secondly; their studies did not consider the relationship between participants' PT and their attitudes toward CS behavior in the educational setting. However, according to their first study (Dewaele & Li, 2014a) concerning the relationship between extroversion sub-scale of personality and CS, it was revealed that extroversion sub-category had no significant relationship with participants' attitudes toward CS; while, in regarding to neuroticism sub-scale of PT, there was a significant relationship between this sub-category and attitudes toward CS in the same study. It was revealed that the low neuroticism participants had positive perspectives toward CS than high neuroticism ones.



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Furthermore, Dewaele and Li (2014b) in their second study reported a completely contrastive finding regarding the correlation between extroversion sub-scale of PT and CS. It was shown that extraversion sub-scale had a strong correlation with CS issue. The relationship between extraversion and CS behavior was also confirmed by the studies of King, Walker, and Broyles (1996) and Peterson, Smith, and Carson (2002). As a conclusion, the findings of the present study concerning the relationship between the sub-scales of PT and CS issue were not consistent with any above-mentioned studies except for the finding of Dewaele and Li (2014a) which reported the lack of correlation between extroversion sub-scale of PT and CS. In other words, the result of the present survey is only alignment with the result of Dewaele and Li regarding the lack of correlation between extroversion sub-category of PT and CS (Dewaele & Li, 2014a).

The Relationship between the Students' PT and their Attitudes toward CS Regarding Gender

In regarding the correlation between PT and CS in term of gender, no statistically significant relationship was reported in the present study. Therefore, the relationship between PT and CS is not statistically significant either among males and females. In a unique study conducted by Dewaele & Li (2014b), it was revealed that female participants with extrovert characteristics preferred higher range of CS behavior in their utterances. Their finding was not also consistent with the finding of the present study. As it was mentioned earlier, due to the lack of similar studies in this context except for a study done by Dewaele & Li (2014b), the present survey may be considered as one of the important studies in analyzing the attitudes of students toward CS issue concerning their PT and gender in Iranian context. Therefore, this study may provide a useful basis for further researches in this field of interest in such situations.



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Overall Attitudes of Students toward CS

According to MA TEFL students' self-reported information concerning their overall attitudes toward university teachers' CS behavior, Majority of students no matter males or females had positive attitudes toward CS phenomenon in the EFL classes. By comparing the findings of present study with the findings of other studies regarding the students' attitudes toward CS issue, some contrary and parallel findings can be seen.

By exploring the attitudes of students toward CS, the majority of learners believed that “in several cases neither teachers nor students should apply Persian as much as possible, even though it facilitated their interactions” (Rahimi & Jafari, 2011, p. 15). The same finding was also reported by Mahmoudi and Amirkhiz (2011) regarding the negative attitudes of students toward teachers' CS in the classrooms. Not only students but some famous researches also have negative attitudes about CS behavior in educational settings. Accordingly, they support monolingual teaching method with extensive exposure to TL (e.g., Cook, 2001; Ellis, 1984; Krashen, 1981). Supporting their attitudes, Cummins and Swain (1986, p.105) state that “progress in the second language is facilitated if only one code is used in the classroom”. From the perspectives of some Iranian researchers, it is also concluded that the use of L1 in L2 situations is not appropriate (Rahimi, 1996). But, the present survey revealed that the majority of MA TEFL students either males or females had positive attitudes about CS issue. As a result, the findings of present study are not parallel with the findings of above-mentioned studies concerning the negative attitudes of participants toward CS issue.

On the contrary, there are some studies whose findings are consistent with the result of present study. The findings of present study is in line with the findings of several studies such as Ahmad (2009), and Al-Nofaie (2010), Brook-Lewis (2009), Dash (2002), Edstrom (2006), Scheers (1999), and Tang (2002) which were conducted among foreign students concerning their attitudes about CS issue. Also, In Yao's (2011) study, the students



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reported a positive attitude to teachers' CS behavior in EFL classroom. At the same way, Abad (2010) revealed the same result concerning the students' positive attitudes toward CS issue. In some other studies done by Bateman (2008), Burden (2000), Dujmovic (2007), and Song & Andrews (2009), it was again revealed that CS phenomenon was an acceptable pedagogical tool from students' perspectives. The finding of present study is also similar with the studies of Ghorbani (2011), Hashemi and Sabet (2013), and Moghadam, Samad, and Shahraki (2012), which were conducted among Iranian students regarding their perceptions toward CS. In their studies, the participants showed positive attitudes toward CS issue in their classrooms. In addition to students, some researchers also have positive attitudes toward CS behavior in educational settings, and they support bilingual teaching approach (e.g., Larsen-Freeman, 2000; Miles, 2004; Nation, 2003). In a same line with their attitudes, Brown (2000, as cited in Nazary, 2008, p. 138) claims that "first language can be a facilitating factor and not just an interfering factor". Schmitt and McCarthy (1997, p. 2) also state that "a learner's L1 is one of the most important factors in learning L2 vocabulary".

Conclusion

The main purpose of present study was to evaluate the relationship between any five sub-scales of students' PT and their attitudes toward teachers' CS behavior in university context. Secondly, the overall attitudes of students toward CS were discussed in this study. Regarding the correlation between PT and CS, the findings did not show any association between any five sub-scales of students' PT and their attitudes toward CS. Thus, it seems that PT of students did not have any links with their attitudes toward CS.

Regarding the attitudes of students toward CS, the finding of present study besides the findings of some other surveys completely rejected Grosjean's (1982) attitude in which the general attitudes toward CS issue has been considered negative all around the world. It



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appears that there is no clear view of what goes on in EFL classrooms. Some groups believe that CS is acceptable behavior, while others report contrary attitudes to this pedagogical phenomenon in L2 context (Du, 2016). Accordingly, the present survey alongside with some other studies or attitudes confirms the acceptability CS behavior in EFL classrooms that is used by foreign language teachers (Kang, 2008; Kim & Elder, 2005; Polio & Duff, 1994; Qian, Tian, & Wang, 2009). It is also confirmed that “CS may be considered as a useful technique in classroom interaction, especially if the goal is to clarify and convey the information to students in an efficient way” (Moghadam et al., 2012, p. 2224).

As a result, the present study indicated that CS is a typical pedagogical tool in Iran which is used in language classrooms to serve the needed educational aims. According to the purpose of present study regarding the students' attitudes toward CS in four categories including teachers' persona, subject access, classroom management, and interpersonal relations from students' perspectives, it was revealed that the majority of MA TEFL students agree with CS phenomenon. So, it can be claimed that skillful use of CS can lead to better effect on teacher-student classroom communication, help students' comprehension, and can make positive friendly atmosphere between teacher and students. It is also confirmed that the complete avoidance of L1 in L2 context is not an acceptable behavior (Larsen-Freeman, 2000; Schweers, 1999; Tang, 2002).

Although CS behavior is considered as a supportive tool in educational settings (Nation, 2003), both “learners and teachers need to be made aware of the limitations of CS because insensible use of CS can have long-lasting harmful consequences on the learners' production of the TL” (Moghadam et al., 2012, p. 2224). Nation (2001) also confirmed the sensible usage of CS phenomenon in language classrooms. Therefore, it is important that teachers consider the questions of how, when, and where to use CS behavior to be an effective tool in educational contexts. In addition to evaluation of the variable attitudes in CS behavior, the individuality of students is another significant factor that plays a critical



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role in adapting the most effective methodology in “instructional context” (Ellis, 2008, p. 801). To put in a nutshell, the CS phenomenon is considered as a facilitator device in educational contexts from Iranian MA TEFL students’ perspectives.

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Appendix A:

Big Five Inventory Questionnaire (John & Srivastava, 1999)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5
I see myself as someone who...				
___ 1. Is talkative				___ 23. Tends to be lazy
___ 2. Tends to find fault with others				___ 24. Is emotionally stable, not easily upset
___ 3. Does a thorough job				___ 25. Is inventive
___ 4. Is depressed, blue				___ 26. Has an assertive personality
___ 5. Is original, comes up with new ideas				___ 27. Can be cold and aloof
___ 6. Is reserved				___ 28. Perseveres until the task is finished
___ 7. Is helpful and unselfish with others				___ 29. Can be moody
___ 8. Can be somewhat careless				___ 30. Values artistic, aesthetic experiences
___ 9. Is relaxed, handles stress well				___ 31. Is sometimes shy, inhibited
___ 10. Is curious about many different things				___ 32. Is considerate and kind to almost everyone
___ 11. Is full of energy				___ 33. Does things efficiently
___ 12. Starts quarrels with others				___ 34. Remains calm in tense situations
___ 13. Is a reliable worker				___ 35. Prefers work that is routine
___ 14. Can be tense				___ 36. Is outgoing, sociable
___ 15. Is ingenious, a deep thinker				___ 37. Is sometimes rude to others
___ 16. Generates a lot of enthusiasm				___ 38. Makes plans and follows through with them
___ 17. Has a forgiving nature				___ 39. Gets nervous easily
___ 18. Tends to be disorganized				___ 40. Likes to reflect, play with ideas
___ 19. Worries a lot				___ 41. Has few artistic interests
___ 20. Has an active imagination				___ 42. Likes to cooperate with others
___ 21. Tends to be quiet				___ 43. Is easily distracted
___ 22. Is generally trusting				___ 44. Is sophisticated in art, music, or literature

Scoring:

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R



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Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R

Appendix B:

Questionnaire of Students' Attitudes toward Teachers' CS (Mingfa, 2011)

Gender: Female Male University: Azad State

	1	2	3	4	5
Items	Strongly disagree	disagree	Not sure	agree	Strongly agree
1- Code switching enables the teachers to express themselves clearly in both languages.					
2. Teacher's code switching may causes difficulty in students' comprehension					
3. Teacher's code switching demolishes languages					
4. Teachers who use code switching have lack of knowledge in English.					
5. Teachers who use code switching are proficient and capable in English.					
6. Teachers who use code switching can do so in a wide range of points in class					
7. Teachers who use code switching can better clarify the syntactic focuses and lexical things in the content					
8. Teachers who use code switching can better clarify social points in the content					
9. Teachers who use code switching can better evoke responses and reactions from students.					
10. Teachers who use code switching can better illuminate the lesson substance taught.					
11. Teachers who use code switching can better explain assignment guideline					
12. Teachers who use code switching can better train students					
13. Teachers who use code switching can better engage students' consideration and attention					
14. Teachers who use code switching can better demand quiet					
15. Teachers who use code switching can better direct students					
16. Teachers who use code switching can better support and encourage students.					
17. Teachers who use code switching can better acclaim students					
18. Teachers who use code switching can better enliven the atmosphere of class (e.g. make a joke for					



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humor).					
19. Teachers who use code switching can better remark on the students' response and reaction.					
20. Teachers who use code can better negotiate with students (decrease separation).					