DISCOURSE FUNCTIONS OF STUDENTS' AND TEACHERS' CODE-SWITCHING IN EFL CLASSROOMS: A CASE STUDY IN A TURKISH UNIVERSITY

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ABSTRACT

DISCOURSE FUNCTIONS OF STUDENTS' AND TEACHERS' CODE-SWITCHING IN EFL CLASSROOMS: A CASE STUDY IN A TURKISH UNIVERSITY

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This study aims to analyze the discourse functions of code-switching used by the students and the teachers in EFL classrooms in a Turkish university. Another aim of this study is to find out the forms of code-switching used by the teachers and students and compare the amount and functions of these code-switching usages in different levels. In the light of these aims, two advanced classes, two pre-intermediate classes and one intermediate class were observed and video recorded. The data obtained from these recordings were transcribed using the transcription software EXMARaLDA and the following results have been obtained: 1) teachers and students use code-switching in the classes for educational and social reasons; 2) the most frequent form of code-switching was observed to be using discourse markers; and 3) there was not a significant difference in advanced and pre-intermediate levels in terms of the amounts and functions of code-switching.

Keywords: Code-switching, Discourse functions, EFL Classrooms

ÖZ

YABANCI DİL OLARAK İNGİLİZCE SINIFLARINDA ÖĞRETMENLERİN VE ÖĞRENCİLERİN DİLSEL KOD DEĞİŞTİRİMİNİN SÖYLEMSEL İŞLEVLERİ: TÜRKİYE'DEKİ BİR ÜNİVERSİTEDE DURUM ÇALIŞMASI

Ataş, Ufuk

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Bu tez, Türkiye'deki bir üniversitede yabancı dil olarak İngilizce sınıflarında öğretmenlerin ve öğrencilerin dilsel kod değiştiriminin söylemsel işlevlerini incelemeyi amaçlamaktadır. Bu tezin bir diğer amacı, öğretmenler ve öğrenciler tarafından kullanılan dilsel kod değiştirimi türlerini incelemek ve farklı seviyelerdeki sınıflarda kullanılan dilsel kod değiştirimi işlevleri ve sıklıklarını belirlemektir. Bu amaçlar doğrultusunda iki ileri seviye sınıf, iki alt-orta seviye sınıf ve bir orta seviye sınıf gözlemlenmiş, dersler video kamera ile kayda alınmıştır. Bu kayıtlarda elde edilen veriler EXMARaLDA isimli veri çözümleme programı ile çözümlenmiş ve şu sonuçlar elde edilmiştir: 1) öğretmenler ve öğrenciler sınıflarda dilsel kod değiştirimini eğitsel ve sosyal nedenlerle kullanmaktadır; 2) en çok kullanılan dilsel kod değiştirim türü söylem belirleyicilerdir; ve 3) ileri seviye ve alt-orta seviye sınıflardaki dilsel kod değiştirimi, sıklıkları ve işlevleri açısından anlamlı bir istatistiksel fark saptanmamıştır.

Anahtar Kelimeler: Dilsel kod değiştirimi, Söylem işlevleri, Yabancı dil olarak İngilizce sınıfları

To My Parents,
Havva and Hidayet ATAŞ

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LIST OF ABBREVIATIONS

DBE	Department of Basic English
DML	Department of Modern Languages
EFL	English as a Foreign Language
EL	Embedded Language
ESL	English as a Second Language
EXMARaLDA	Extensible Markup Language for Discourse Annotation
FP	Functional Pragmatics
L1/FL	First Language
L2/SL	Second Language
METU	Middle East Technical University
ML	Matrix Language
MLF	Matrix Language Frame Model
SFL	School of Foreign Languages
TL	Target Language

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter introduces the background to the study, the purpose of the study, the research questions with an overview of the methodology employed in the study, followed by the significance of the study, and the definition of terms.

1.1 Background to the Study

During the last fifty years or so, we have experienced a great and a sharp increase in the scientific investigation of bilingual and/or multilingual speech phenomenon along with developments such as the wide-spread expansion of educational provision to many more levels of society, the raise in population caused by migration in many parts of the world and advances in technology which, in combination, led to a massive increase in bilingualism and/or multilingualism throughout the world (Milroy & Muysken 1995; House & Rehbein 2004; Aronin & Singleton 2008). Although the exact number of the languages spoken around the world has always been a matter of research and a question with no exact answer and that there has always been simply no definite count as far as modern

linguistics is concerned, according to the latest search results of *Ethnologue*, which is considered the world's most extensive catalog for languages around the world, there are about 7,413 primary names for languages (Ethnologue, n.d.). Though we cannot be sure about the languages spoken around the world, we can at least talk about the names of the countries, which is obviously much less than the languages spoken (Romaine 1995; Wei 2000; Gafaranga 2007). This fact leads us to the point that there is an inevitably enormous amount of language contact around the world. Romaine (1995) elaborates the issue by her statement: "there are about thirty times as many languages as there are countries" (p.8). It would not be wrong to say, then, that there is at least some kind of presence of bilingualism and/or multilingualism in almost every country in the world. This view is supported by Auer & Wei (2007) with their claim that "most of the human language users in the world speak more than one language; they are at least bilingual" (p. 1). House & Rehbein (2004) also justify this notion by stating that the make-up of communication has always consisted of a variety of constellations of autochthonous and migrant languages in spite of the fact that most nation states appear to be monolingual (cf. Weinreich 1963; Fodor & Hagège 1983-1994; Ohnheiser, Kienpointner, & Kalb 1999; Coulmas & Watanabe 2001 as cited in House & Rehbein 2004). As a matter of fact, we are today witnessing an ever stronger trend towards multilingual communication both in the international and national level. According to House & Rehbein (2004), parallel to rising world-wide migration processes and the galloping technological advances in international

communication, interrelations between individuals, groups, institutions and societies who use different languages continue to increase dramatically.

There are various reasons for different languages to come into contact to form this process. Wei (2000) states that some do so out of their own choice, while some others are forced by different circumstances and developments such as *politics* (political or military acts such as colonization, annexation, resettlement and federation); *natural disaster* (famine, floods, volcanic eruptions and other such events causing major movements of population); *religion* (people wishing to live in a country because of its religious significance, or leaving a country because of its religious oppression); *culture* (desire to identify with a particular ethnic, cultural or social group); *economy* (people across the world migrating to find work and to improve their standard of living); *education* and *technology*. Giving these circumstances and developments, Wei (2000) acknowledges that one does not have to move to a different place to come into contact with people speaking a different language and states that "there are plenty of opportunities for language contact in the same country, the same community, the same neighborhood or even the same family. The usual consequence of language contact is bilingualism or even multilingualism which is most commonly found in an individual speaker" (p.3).

Focusing on the issue from a more general perspective, Milroy & Muysken (1995) point out that these developments leading to bilingualism and/or multilingualism are two fold; first, modernization and globalization have

stimulated the expansion in the number of people speaking national languages located within relatively limited boundaries along with international languages such as English, French and Spanish. Languages as such have spread much beyond their original territories as a result of years of colonization (for instance English in India, Pakistan and French in Haiti, Senegal etc.) and the numbers of people speaking languages as such have, thus, increased. Besides, since the Second World War, many nations have become bilingual, even multilingual, in one of the international languages as well as in the languages of their own. Secondly, Milroy & Muysken (1995) mention large-scale language revival as another development leading to increasing bilingualism and/or multilingualism. Even today, there are many nation states in Europe, Canada and in some African countries where bilingualism and/or multilingualism is either institutionalized or used as a practical way of communication, and historically deep-rooted. Well-known examples for this phenomenon are the linguistic diversity situations in Switzerland (where there are four official languages; namely German, French, Italian and Romansh) and Belgium (with three official languages, namely Dutch, French and German). There is also the situation of mutual intelligibility of the languages, such as the Scandinavian languages Danish, Norwegian, Swedish and Finnish. For instance, "in Finland in municipalities that have a Swedish speaking minority, authorities are required to understand their clients who speak Swedish whereas these clients must follow their interlocutors' instructions in Finnish" (Rontu, 2010 as cited in Rehbein, ten Thije & Verschik, 2012, p.6).

Another factor that leads to the *multilingualization* process is, without a doubt, migration. Starting from the Second World War, especially after the 1970s and 1980s, people migrated from mainly developing or underdeveloped countries to European countries due to reasons such as poverty, natural disasters, labor opportunities etc. forming "bilingual communities of migrant origin" in almost every country in Europe (Grosjean, 1982). Today, as a result of this migration, Arabic is spoken alongside Dutch in Holland and alongside French in France; Panjabi and Cantonese are spoken alongside English in England; and Turkish and Italian are spoken alongside German in Germany (Milroy & Muysken 1995; Auer & Wei 2007) as well as many other immigrant languages spoken in many countries. There are 23 living immigrant languages in the Netherlands, 39 in France, 42 in Germany, 44 in the United Kingdom and 188 in the United States of America (Ethnologue, n.d).

In the light of these developments, researchers have been concerned about the issue of bilingual and multilingual speech for a very long time. As House & Rehbein (2004) state; "multilingual communication has thus become a ubiquitous phenomenon and there can be no denying the fact that the omnipresence of multilingual communication must be reflected in intensified research activities" (p.1). By observing how people from different communities that are living in the same community use several languages in their everyday lives, it has become possible and worthwhile to learn a lot about multilingual language use and language variation in general. This language use of multilinguals is carried out by

different modes of communication: “people around the world engage daily in the complicated social, political, cultural, and psychological work of learning and using literacies in multiple languages and scripts that are enmeshed within other channels or modes of communication and diverse semiotic systems.” (García, Bartlett & Kleifgen 2007, p. 207). Bilingualism also offers a unique opportunity for us “to understand the structures of a particular language when we see how they pattern when in contact with the structures of another language” (Myers-Scotton 2006, p. 12).

From this perspective of bilingual and/or multilingual communication, it might be stated that in multilingual contexts, generally, there are many ways or modes of communication in order for speakers of different languages to communicate. The first option is that one of the speakers speaks the language of the other, in which case the speakers abandon their native languages; the second is that a language other than that of the speakers is chosen as the medium, which is known widely as the phenomenon of *Lingua Franca* (House 2003; Seidlhofer 2005) or *Global Language* (Cristal 2003); the third option is that speakers of two different languages use their own language to communicate with each other, which has lately been put forward by researchers and is a relatively new area of research and known as *Lingua Receptiva (LaRa)* or *Receptive Multilingualism*, which is defined as “the language constellations in which interlocutors use their respective mother tongues while speaking to each other” (Zeevaert & ten Thije 2007; Rehbein, ten Thije & Verschik 2012; Sağın-Şimşek & König 2011). One other

option for people in bilingual and/or multilingual constellations to use while in communication with one another is *code-switching*, the mode that will be under investigation in this study.

Code-switching has been defined in numerous ways by different researchers according to the focus of their study. One of the early definitions includes "the alternate use of two or more languages, varieties of a language, or even speech styles" (Hymes 1977, p.103). Some other definitions include the alternate use of "two or more languages in the same utterance or conversation" (Grosjean 1982, p. 145); "two languages or linguistic varieties within the same utterance or during the same conversation" (Hoffmann 1991, p. 110). One of the latest definitions is made by Bullock & Toribio (2009) as "the ability on the part of bilinguals to alternate effortlessly between their two languages" (p. 1).

As it might be obvious from these definitions, code-switching is originally a mode of communication that occurs naturally in *bilingual communities* and *bilingual communication* and is one of the central issues in studies related to bilingualism. These switches generally occur between the turns of different speakers engaged in conversation; utterances within a single turn and even in a single utterance from time to time.

When we look at the history of code-switching research, most of the earlier studies focused on code-switching in naturally bilingual contexts (which means the constellation in which the investigation is carried out is bilingual by nature). One of the pioneers in the field of bilingualism and code-switching, Michael Clyne, for

instance, investigated key concepts such a lexical triggering and language convergence in relation to bilingual usage linking psycholinguistic and sociolinguistic aspects (1967, 1972). Another research was carried out by Klein and Dittmar (1979) focusing primarily on bilingualism of migrant communities with a reference to contemporary studies on second language learning.

Although a mode of communication in bilingual constellations, code-switching has also been used as a tool for language learning in classroom settings (both in the naturally bilingual constellations and others) in the recent literature. Liebscher & Dailey-O'cain (2005: 235) consider code-switching as a "resource for affective bilingual communication" stating that "when code-switching is allowed, students can make use of their bilingual competencies in class as they would outside, conceptualizing the classroom as a *bilingual space* in which participants mirror interactional patterns found in situations away from the classroom". In this perspective, language classroom is seen as a *community of practice* with shared norms and understandings which enables the participants of the community of practice, who are students and the instructor(s) in the classroom, to achieve a common goal by the help of using the languages available to them.

More recently, code-switching has been utilized in language classrooms in the contexts of teaching foreign languages. There are a few studies on the use of code-switching in foreign language classrooms supporting the notion that alternation between languages in the form of code-switching is a widely observed and a useful phenomenon in foreign language classrooms. In a recent study, Sert

(2005) acknowledges that in building relations between the use and functions of code-switching in *authentic contexts* and *foreign language classrooms*, it should be kept in mind that a language class is also a social group; therefore, a phenomenon related to naturally occurring daily discourse of any social group has the potential to be applicable to and valid for any language classroom.

The inspiration and the subject of this study; the forms and functions of code-switching in an English as a foreign language classroom discourse, come from these points of view briefly outlined above (and will further be discussed in detail in later chapters).

1.2 Statement of Purpose

The world witnessed the wide spread of English after the Second World War (Cristal 2003) and since then, it has been used as an *international language* or a *global language* all over the world. It is now the main language for international communication as well as the world's *lingua franca* of science, technology and business. Today, many varieties of English language are still found around the world according to the classification Kachru made in 1992. Kachru (1992) has classified these varieties as those used in the 'inner circle' (in countries where English is the native language such as the United States, the United Kingdom, Australia and so on), the 'outer circle' (which belongs to the countries where English is used as a *second language* such as Singapore, India, Hong Kong etc),

and the ‘expanding circle’ (where English has the status of a *foreign language* as in Turkey, France, Hungary etc).

If we look at the status of English in Turkey from a historical perspective briefly, it can be stated that the introduction of English language into the Turkish education system dates back to *The Tanzimat Period*, the second half of the eighteenth century, which marks the beginning of the westernization movements in the education system (Kirkgöz 2005). The first institution to use English as the medium of instruction in Turkey is Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary. However, such institutions have multiplied today at both secondary level and also in higher education. The best known examples of universities in Turkey that offer a hundred percent English medium instruction are Boğaziçi University in İstanbul (founded in 1863, formerly called the Robert College) and Middle East Technical University in Ankara (founded in 1956), which is the first state-owned institution to offer English-medium instruction at higher education level. Today, English in Turkey has the status of a foreign language and methodologies of teaching English at all levels in Turkey have been arranged according to this notion.

Different approaches, methodologies and techniques have always been discussed to teach English all around the world as well as in Turkey after the current status of English as an international language. The dilemma of using the first language in English as second or foreign language classrooms still maintains its popularity even today. The interest of this topic in this study comes from this

dilemma whether to use Turkish in English as foreign language classrooms in Turkey or to go on with the full use of English.

The purpose of this study, therefore, is to investigate the occurrences of the use of Turkish in English as a foreign classroom discourse in forms of code-switching. In order to do this, the English language classroom will be studied from the perspectives of both the teacher and the students. The study aims to investigate the occurrences of code-switching; what forms of switches occur and what functions these switches serve in the classroom for the sake of language learning. The investigation of these will give insights to the use of code-switching in the English as a foreign language classroom.

1.3 Research Questions

In accordance with the purpose and the scope outline above, this study will explore the issue from two perspectives; linguistic and functional. The following research questions will guide the study;

1. What forms of code-switching are used in an 'English as a foreign language' classroom?
2. What functions do these occurrences of code-switching serve in the classroom?
   2.1. Why do the instructors use code-switching?
   2.2. Why do the students use code-switching?

3. Is there a difference between the amount and the functions of the code-switching used in a pre-intermediate and advanced English as a foreign language classroom?

1.4 Overview of Methodology

In order to answer the research questions given above, *case study research* was employed in this study. The data were obtained from two advanced classes, two pre-intermediate classes and one intermediate class in the Department of Basic English at Middle East Technical University. Two whole lessons from each class were video recorded for the analysis. Totally, there were five whole lesson hours of data to be transcribed by the transcription software EXMARaLDA (Extensible Markup Language for Discourse Annotation) (Schmidt, 2002; Rehbein et. al., 2004)). The recorded data were analyzed to identify the forms and functions of code-switching.

The data collection will take place at the Department of Basic English (DBE) at Middle East Technical University (METU). Department of Basic English aims to provide the students whose level of English is below proficiency level with basic language skills so that they can pursue their undergraduate studies at METU without major difficulty. To achieve this aim, the department runs a two-semester intensive program placing emphasis on reading, writing, listening and speaking skills. Students are placed in four groups according to their levels of English and have 20 or 30 class hours per week all through the academic year (METU, n.d.).

The rationale behind choosing this context is because the students of DBE consist of freshman candidates of various departments and faculties which provide the research setting with an equal distribution of a heterogeneous group.

1.5 Significance of the Study

In order to describe the language classrooms, two main terms are used; ESL classrooms (English as a Second Language) and EFL classrooms (English as a Foreign Language) (Chaudron 1988). The main distinction between ESL and EFL is that the former one is used in contexts where English is used in English-speaking countries which mean that the students have the opportunity to access the language in everyday life outside the classroom. The latter one is used in contexts where English is used in non-English-speaking countries in which case the students' access to the language is restricted with the classroom.

English has a status of a foreign language in Turkey, where the students have little or no natural use of the language outside the classroom. Since code-switching is primarily and naturally a mode of communication in bilingual constellations, the studies that have been conducted in the field of code-switching have mostly included ESL contexts, whereas studies of code-switching in EFL contexts are less. Yet, there has been an increase in the studies of code-switching in EFL contexts conducted over the past two decades (Macaro 2001, *French* context; Seidlitz 2003, *German* context; Yletyinen 2004; Reini 2008, *Finnish* context; Üstünel 2004; Üstünel & Seedhouse 2005, *Turkish* context). This study

focuses on code-switching in an EFL context in Turkey which would contribute to the literature of code-switching research in that way.

In addition to that, the code-switching studies conducted in EFL context generally focused on the forms and functions of code-switching from either the perspective of the teachers or the students. Not many studies have given importance to the variation of the occurrence of code-switching in different levels so far. Therefore, it is another important point of this study that it focuses on the forms and functions of code-switching from both perspectives at the same time along with a comparison between different levels.

Another aspect of the significance of this study is that it will eventually contribute to the discussions on "English as a medium of instruction" since the research setting of the study, Middle East Technical University, employs an English medium policy in all its departments.

The use of L1 in FL classrooms is still a debated issue and linking the "English medium instruction" issue and the "use of L1 in FL classrooms" issue, this study will provide some implications for the students and the instructions about the use of L1 in the foreign language classroom showing them an actual stance and an objective reflection on how foreign languages are thought in classes.

The use of the data analysis software EXMARaLDA will also contribute to the significance of this study since data analyzed by EXMARaLDA enables all the discursive details to be represented thoroughly. A detailed explanation of the program is given in Chapter 3.

Lastly, it is worthwhile to note that even though different contexts have been investigated for code-switching studies for the past decades, this study is unique in its own nature since it is a *case study*. As Mackey & Gass (2005:171) point out, "case studies generally aim to provide a holistic description of language learning or use within a specific population and setting". Therefore, this study has a strategic importance in relation to the general problem as well as representing a local perspective and contributing to the field of the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Presentation

Being "perhaps the central issue in bilingualism research" (Milroy & Muysken 1995, p. 7), code-switching studies have been given a lot of interest for the past few decades. It is not only about changing the language you speak, but accounts for several phenomena crucial to bilingualism and even multilingualism in general. This chapter presents the terminology of code-switching, concepts related to code-switching, its functions in different contexts as well as a theoretical background with first language use, studies conducted in the area and concepts related to the status of English in Turkey.

2.1 Code-switching: Terminology and Definitional Issues

Various definitions of the phenomenon of code-switching[1] by different researchers have been made without achieving any commonality about the

[1] There are alternative ways of spelling the term that include *code-switching*, *codeswitching* or *code switching.* The hyphenated version is used in this thesis for it is the most common one in the literature.

terminology. As with any aspect of language contact phenomena, research on code-switching is "plagued by the thorny issue of terminological confusion" (Boztepe 2003, p. 4). Researchers studying in the field of code-switching have not fully agreed on a precise and common terminology that covers all other language contact phenomena and terms such as *code-switching*, *code-mixing* or *code-alternation* are generally used. The discussion of the *vexed* question of terminology (Gardner-Chloros 2009) has even gone as far as claiming that "efforts to distinguish code-switching, code-mixing and borrowing are doomed" (Eastman 1992, p.1 as cited in Gardner-Chloros 2009, p. 10). Gardner-Chloros (2009), on the other hand, points out that it might not need to be defined in clear-cut boundaries since code-switching is more a construct which linguists have developed to help them describe their data rather than being en entity of the objective world. Clyne (2003), on the other hand, conceptualizes code-switching in three main ways stating that it has come to mean a) in contract to borrowing; b) subsuming borrowing; and c) with indexical or other discourse functions only. This sub-section is devoted to define the code-switching phenomenon from different aspects.

2.1.1 Defining Code

The concept of *code* originally comes from different domains of disciplines such as Fries & Pike's (1949) structural phonology and Fano's (1950) information theory although it was not fully related with language then. From 1960s onwards,

the concept of code was first used in relation with language by Basil Bernstein (1962a, 1962b). *The sociolinguistic code theory* of Bernstein was further developed into a social theory examining the relationships between social class, family and the reproduction of meaning systems, code referring to the principles regulating meaning systems (Bernstein 1973). Nowadays, *code* is understood as a neutral umbrella term for languages, dialects, styles and registers. Wardhaugh (2010) acknowledges that *code* is "the particular dialect or language that a person chooses to use on any occasion, a system used for communication between two or more parties" (p. 84). Wardhaugh (2010) further adds that the term code refers to any kind of system that two or more people employ for communication which is different from the terms like *dialect, vernacular, language, style, standard language, pidgin, creole* that are inclined to carry emotions. In a broader perspective, then, code "partly usurps the place of the more usual 'catch-all' term *variety* to cover the different sub-divisions of 'language'" (Gardner-Chloros 2009, p. 11).

2.1.2 Defining *Code-switching*

People generally choose a particular code whenever they speak and they may also switch from one code to another or sometimes even mix them; thus, create a new code. This process is called code-switching (Wardhaugh 2010). Some of the earlier definitions include "the alternate use of two or more languages, varieties of a language, or even speech styles" (Hymes 1977, p.103) and "the

alternating use of two languages on the word, phrase, clause or sentence level" (Valdés-Falles 1978, p.6). Code-switching involves several types of bilingual language mixture, also including the insertion of (generally) lexical elements from one language to another. Poplack (1980) defines it as "the alternation of two languages within a single discourse or constituent" and Nilep (2006), with a more recent perspective, defines it as "a practice of parties in discourse to signal changes in context by using alternate grammatical systems of subsystems, or *codes*" (p.17) by recapitulating Gumperz's (1982) original definition; "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (p.89). Definitions as such are very common in the literature and sometimes the referential scope of these terms overlaps with each other but sometimes particular terms are used in different ways by different researchers (Milroy & Muysken 1995). Since '*switching'* of *code-switching* seems stable in perception with generally meaning *alternation* and/or *mixing*, the perception of *code*, which is a more complex and broad part, differs according to the view point of the researchers ending up with various definitions. In general, then, it might be stated that the criterion of juxtaposition of elements from two codes is a prerequisite for code-switching (Winford 2003). But why do people choose to use one code rather than another? What brings about shifts from one code to another? Why do they occasionally prefer to use a code formed from two other codes by switching back and forth between the two? Wardhaugh (2010), asking these questions, also gives the answers;

> "Such questions as these assume that there are indeed very few single-code speakers: people are nearly always faced with choosing an appropriate code when they are speaking… In general, however, when you open your mouth, you must choose a particular language, dialect, style, register, or variety – that is, a particular code" (p.84).

Grosjean (2010) sums up these reasons people need for code-switching: certain notions or concepts are simply better understood and expressed in the other language; speakers may need to fill a linguistic need for a word or an expression; and speakers also use code-switching as a communicative or social strategy to show speaker involvement, mark group identity, exclude someone, raise one's status etc. The motives to selectively draw on the language varieties in the linguistic repertoire of the speakers are reflected by their intentions as well as the needs of the speech participants and the conversational context. Therefore, code-switching is used as "a cover term for quite varied types of bilingual and bi-dialectal language mixture resulting from quite different social circumstances and motivations" (Winford 2003, p. 102).

2.1.3 Code-switching vs. Borrowing

Although code-switching is employed as a cover term for language mixing phenomena in general, it creates *misgivings* (Boeschoten 1997) since terminology and what code-switching covers is anything but simple. Boztepe (2009) asserts that the boundaries of lexical borrowings in code-switched utterances need to be clearly defined if lexical borrowings are to be excluded from the analysis of code-

switching. Borrowing, however, is generally easily distinguished from code-switching with the fact that it is more on the lexical and morphological level. According to Gumperz (1982), borrowing is introducing single words or phrases from a variety into another which might also been further integrated into the grammatical system of the borrowing language. He distinguishes it from code-switching by adding that code-switching relies on meaningful juxtaposition of what speakers process (either consciously or unconsciously) as strings formed according to the internal rules of two distinct grammatical systems. Hence, as Grosjean (2010) also agrees, there is a morphological and often phonological (morpho-phonological) adoption of the borrowed word or short phrase into the *base language*[2]. He states that "unlike code-switching, which is the alternate use of two languages, borrowing is the integration of one language into another" (p.58).

In the literature, there are varying views on how to distinguish borrowing from code-switching. Some even tend to claim that such a distinction between the two processes may not be critical for bilingual speech analysis (Myers-Scotton 1993). Poplack (1980), on the other hand, proposed three types of criteria to determine the borrowed words that are foreign to the native language, which are; phonological, morphological and syntactic integration. Some researchers such as McClure (1977), Kachru (1978), Sridhar (1978) and Bokamba (1988) distinguishes between *code-mixing* and code-switching, while some others such as

[2] Base language, also called *matrix language* or *recipient language*, is the main language in a code-switched utterance to which phonological and morphological adaptation is made. The Matrix Language Framework Model of Myers-Scotton (1993) provides the details for further reading.

Muysken (2000) use code-mixing as a generic term in opposition with the umbrella term code-switching.

2.1.4 A Typology for Code-switching

Attempts to classify instances of code-switching in a typological way vary according to both linguistic features of the code-switched utterances as in Poplack's (1980) and Muysken's (2000) classifications; and functional features as in Blom & Gumperz's (1972) and Auer's (1984, 1998). Blom & Gumperz (1972) identified two types of code-choice in their study on code-switching between standard *(Bokmål)* and local *(Ranamål)* dialects in a town in Norway: *situational switching,* a type that accommodates a change in the social situation; and *metaphorical switching* in which code-switching does not accommodate a change in setting, topic or participants. The first type occurred when participants redefine the rights and obligations of each other, while the second one was triggered by changes in topic, rather than the social situation.

Poplack's (1980) categorization of types of code-switching according to linguistic features of the code-switched utterances comes from a study she conducted with Spanish - English bilingual Puerto Ricans born in New York City. She identified three types; *inter-sentential switching, intra-sentential switching* and *tag switching*. Inter-sentential switching occurs between sentences, namely at a clause or sentence boundary where each clause or sentence is in different languages as in the title of her study "Sometimes I'll start a sentence in English y

termino en español" (Sometimes I'll start a sentence in English and finish it in Spanish) (p. 594). The second type, intra-sentential switching takes place within a sentence by mixing two languages in one sentence as in the example "Siempre está promising casas" (He's always promising things) (p.596). The last type, tag switching, involves inserting tags and interjections into the sentence in another language as in the example "Vendia arroz (He sold rice) 'n shit" (p. 589).

Auer's (1984, 1998) distinction of code-switching types takes its roots from conversational aspects[3]. He classified three types: *discourse-related switching* that organizes a conversation by contributing to the interactional meaning of a particular utterance; *participant-related switching* concerning the preferences of the participants; and lastly *preference-related switching* which indexes extra-conversational knowledge.

Muysken's (2000) typology of code-mixing[4] involves *insertion, alternation* and *congruent lexicalization*. The first type insertion is characterized by inserting lexical items or entire constituents from a language to into the structure of the other (matrix or base) language as in the Quechua[5] - Spanish:

(1) "Chay-ta *las dos de la noche*-ta chaya-mu-yk" (Muysken 2000, p. 63).
(There at two in the morning we arrive).

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[3] Discussed further in the sub-chapter *Conversational Approaches*.

[4] Muysken (2000, p.1) uses the term *code-mixing* to refer to all cases where lexical items and grammatical features from two different languages appear in one sentence.

[5] *Quechua* belongs to Native South American language families spoken primarily in Peru, Bolivia, Colombia, Ecuador, Chile, and Argentina.

In this example, the Spanish phrase *las dos de la noche* (two at night) is inserted into the base language Quechua. The second type *alternation* occurs where the two languages seem relatively separate with a relative clause in language A and the subordinate clause in language B as in the French - Dutch example of Treffers-Daller (1994):

(2) "*Je téléphone à Chantal* he, meestal voor commieskes te doen en eten" (as cited in Muysken 2000, p. 97).
(I call Chantal, hm, mostly to go shopping and get food).

The third type congruent lexicalization occurs in cases where the grammatical structure of the code-switched sentence is shared either partly or fully as illustrated by Bolle (1994) in the Sranan[6] – Dutch example:

(3) "Soort *bijdrage* yu kan *lever op het ogenblik* gi a *opleving* fu a kulturu?" (Which contribution can you make at this moment for the revival of culture?) (as cited in Muysken 2000, p. 139).

In the study, functions are realized by some linguistic elements and these elements appear in different forms. Therefore, *forms* have been used as a theory-neutral term to refer to the linguistic elements the functions are associated with, instead of *types*. Other theory-neutral terms might include *appearance*, *occurance* or *code-switching elements*. However, the term *forms* is used throughout this study.

[6] *Sranan* (also *Sranan* Tongo) is a creole language spoken as a lingua franca by approximately 300,000 people in *Suriname*, a former Dutch colony.

2.2 Approaches to the Study of Code-switching

Code-switching involves several languages and several code-switched utterances indicate the speakers' underlying motivations for which they switch codes. For this reason, code-switching has been approached from different domains such as linguistic, sociolinguistic and ethnographic. Social factors in code-switching dealt with the relative prestige of one variety as opposed to another in language contact situations; or the association with a more powerful or up-and-coming group (Gardner-Chloros 2009). The code-switched utterances were also investigated lexically and morphologically as they were beyond random switches anywhere in the sentence. The following sub-section, therefore, is an attempt to summarize some of the approaches to the studies of code-switching.

2.2.1 Linguistic Approaches

Researchers studying code-switching from a linguistic approach generally aimed at the identification of grammatical examination, basically the morphological and syntactic constraints underlying grammar. Early studies include that of surface structure of sentences for clues about constraints in code-switched utterances (Lipski 1977; Pfaff 1979); and Poplack's (1980) major study with Spanish – English bilinguals also introduced the *free morpheme constraint* and *equivalence constraint distinctions*. She proposed that codes may be switched after any constituent in discourse provided that constituent is not a bound morpheme

(free morpheme constraint) and that switches will tend to occur at points in discourse where juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language (equivalence constraint).

Ground-breaking in systematically investigating code-switched utterances with reference to the morpho-syntactic aspects of grammar, Poplack's (1980) study was an inspiration to that of Myers-Scotton (1992, 1993, 2002, 2006) who proposed a model called the Matrix Language Frame Model (MLF) to analyze code-switched utterances from a morphological point. The MLF was specifically designed, as Myers-Scotton (2002) notes, to explain structural configurations found in code-switching and is a comprehensive treatment for intra-sentential code-switching, also classic code-switching (Myers-Scotton 2006). The MLF basically claims that structuring of sentences containing code-switching are directed by two interrelated hierarchies; the *Matrix Language* vs. *Embedded Language* hierarchy, and the *System Morpheme* vs. *Content Morpheme* hierarchy. Myers-Scotton (1992) states that code-switching involves at least two languages used in the same conversation and of these two languages; one is the Matrix Language (ML) which sets the morphosyntactic frame for code-switched utterances playing a dominant role; the other one is the Embedded Language (EL) into which the insertion is made. The ML and EL do not participate equally in constituent structure in that even though both languages are active when a speaker engages in code-switching, the ML is always more activated. Another tenet of the MLF is that there is a differential accessing of content morphemes (that is noun

and verb stems) and system morphemes (that is inflections and articles) in the sense that not all morpheme types come equally from the ML and EL. In the MLF, the ML is identified by the relative frequency of morphemes, however, in cases where there is extensive use of code-switched utterances, identification of the ML might be more difficult, for which reason, the MLF received some criticism. It was argued that determining the Matrix Language may not always be easy as "there is always an asymmetry between the ML and the embedded language (EL)" (Muysken 2000, p. 16).

2.2.2 Sociolinguistic Approaches

Sociolinguistic approaches to the study of code-switching go beyond the question of *how* code-switching emerges towards the *reason* behind those code-switches. Within the framework of this approach, researchers investigated why speakers code-switched and to what social factors those switches led. Gardner-Chloros (2009) sums up three aspects code-switching is studied from a sociolinguistic point of view; factors independent of speakers and circumstances in which the varieties are used and which affect the speakers of that variety in a particular community; factors dependent on the speakers as both individuals and members of a variety of sub-groups such as social networks and relationships, attitudes and ideologies; and lastly factors within the conversation where the code-switching occurs. Two of these major approaches are; notions of *"we-code"* and *"they-code"* that of Gumperz (1982) and *"the Markedness Theory"* of Myers-

Scotton (1993) that have dominated the studies of code-switching from a sociolinguistic point of view.

Gumperz (1982) groups the languages of a community as ‘we-codes’ and ‘they-codes’; ‘we-code’ referring to the ethnically specific, minority language associated with in-group and informal activities, and ‘they-code’ referring to the majority language associated with more formal, stiffer and less personal out-group relations (p.66). Having investigated the Spanish community in the U.S, Gumperz (1982) observes that the community tends to regard the ethnically specific, minority language, which is Spanish, as the ‘we-code’, and the majority language, which is English, as the ‘they-code’. These two codes, marking the status of the community language as well as their ethnic identities, occur within the same code-switched utterances.

A similar approach, developed by Myers-Scotton (1983) and appeared later in a series of publications, is the Markedness Model. It derives its roots from the idea that “a more general reason variants exist is that speakers use code choices to negotiate their wants about relationships, with different choices symbolizing different wants” Myers-Scotton (1983, p. 116). Similar to the Communication Accommodation Theory (Giles, Taylor & Bourhis 1973; Giles & Powesland 1975) which aims to describe the ways people modify their communication according to situational, personal or interactional variables, the Markedness Model, in its very basic sense, is centred on the notion that speakers make choices because of their own goals. As Wei (1998) further elaborates, the Markedness Model is ‘the why’

of language alternation. The model aims to establish a principled procedure that both speakers and listeners use to judge the linguistic choices they make. These choices, as a result of this judgment are either *unmarked*, more or less expected taking the participants, topic, setting etc. of the interaction; or *marked*, in other words, not predicted.

There are studies in the literature that make use of a combination of these two approaches such as that of Alagözlü (2002) in which code switching between Kabardian[7] and Turkish based on the speech samples gathered from urban and rural two bilingual settings are described and analysed using Myers-Scotton's Model from two aspects: structurally-based *The Matrix Language Frame (MLF) Model* and socially-based considerations *The Markedness Theory* in inter and intrasentential CS, both at the interpersonal level and at the community level.

2.2.3 Conversational Approaches

One of the pioneers in studying code-switching from a conversational approach, Auer (1998) notes that the studies on code-switching have been dominated by either *sociolinguistic perspectives* (relationships between social and linguistic structure) or *grammatical perspectives* (constrains on code-switching). Wei (1998) also agrees by stating;

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[7] Kabardians in Turkey are known to be "Circassians" , a term used to cover all the people who migrated from the North West Caucassia, sharing a common culture excluding a common language (Alagözlü, 2002).

> "Sociolinguists who had studied code-switching before the 1980s directed our attention to extra-linguistic factors such as topic, setting, relationships between participants, community norms and values, and societal, political and ideological developments, all of which were thought to influence speakers' choice of language in conversation" (p. 156).

However, these two traditions leave a gap that is two-fold: macro-linguistic analysis of the speech situation does not completely determine language choice including code-switching and code-switching is not limited with the intra-sentential case which might be obedient to syntactic analysis (Auer 1998). Therefore, with the claim that the previous approaches do not explore the whole range of features in a bilingual speech, Auer (1984) proposed a *conversation analytic approach* to the study of code-switching that focus on "members procedures to arrive at local interpretations" (p. 3). He summarizes the background for the conversation analytic approach to the study of code-switching as follows:

> "There is a level of conversational structure in bilingual speech which is sufficiently autonomous both from grammar (syntax) and from the larger societal and ideological structures to which the languages in question and their choice for a given interactional episode are related" (p. 4).

In line with these arguments, Auer (1984, 1998) identified three types of code-switching; *discourse-related switching, participant-related switching* and *preference-related switching*[8].

[8] Discussed in the sub-chapter, *A Typology for Code-switching.*

Analyzed from conversational approach, code-switched utterances would be investigated to see what lies behind those switches. For instance, based on natural talk recorded in bilingual communities from three different situations of language contact; namely Slovenian and German code-switching near the border of Austria, Hindi and English code-switching in India, and Spanish and English code-switching in the United States of America, Gumperz (1982) identified six functions of conversational codeswitching which he defined as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Gumperz 1982, p.59). These functions are: quotations, *addressee specification, interjections, reiterations, message qualification* and *personalization versus objectivization*. *Quotations* are cases of switching when the utterance of a person is reported to the other as either a direct quotation or in reported speech. *Addressee specification* is the type of switch that serves to direct the message to one of the several possible addressees in the conversation environment which might also be used to exclude a speaker from the conversation by switching to a language the specific addressee would not understand. *Interjections* are the common sentence fillers serving to mark an interjection such as well in English. *Reiteration* is the occurrence of repeating a message in one code to the other code either to clarify the utterance or elaborate on the message. *Message qualification* is the elaboration of switches produced in the other code to qualify more on what is said. And finally, *personalization versus objectivization* signals the distinction between talk about action and talk as action

and the degree of speaker involvement in the cases of specific instances or giving more authority to one's statement.

However, there have been some criticisms on this classification of conversational functions of codeswitching in terms of the speaker accomplishment in conversation when using these types of switches. Boztepe (2003) claims that there are some problems with the categories of conversational functions of code-switching that Gumperz (1982) provided. In at least three of these functions, it is not clear what the speaker accomplishes in conversation when using code-switching. The problem with quotations is that the speakers just tend to report the utterances in the language they were originally spoken and nothing further was achieved by doing so (Boztepe 2003). Besides, according to Boztepe (2003), there are similar problems with interjections and message qualification. The question of what specific discourse function is fulfilled by uttering an English interjection by means of switching to an utterance in Spanish remains unanswered.

The purpose of these conversational functions of codeswitching is "to show how speakers and listeners utilize subconsciously internalized social and grammatical knowledge in interpreting bilingual conversation" (Gumperz 1982, p.64), considering the issue from the communicative aspects of codeswitching. Therefore, the constellation is rather different from that of a classroom discourse which is not naturalistic as opposed to the bilingual constellations Gumperz (1982) studied. Although it would not be feasible as well as preferable to apply these functions into the discourse of classroom environment, which forms the basis of

the current study, these conversational functions of codeswitching serve as background information to the present study.

2.2.4 Functional Pragmatic Approach[9]

Being one of the approaches to discourse analysis, Functional Pragmatics (FP) is a linguistic theory that was founded – among others – by Konrad Ehlich and Jochen Rehbein in the 1970s as a theory of linguistic action. Main focus on FP is on the emergence of linguistic structures within the formation of societies and on the adaptation of these structures to societal needs (Redder, 2008). The idea of FP is based on Bühler's (1934) and Searle's (1969) notions of *speech act/language as action* which consist of *the illocutionary act*, *the propositional content* and *the utterance element* (Beerkens, 2009). Therefore, FP is a theory of language that views language as a form of human activity (Rehbein, 1977).

Functional Pragmatics takes society and individuals as social categories; Society is the base category out of which the category of individuals derive. Individuals pursue purposes as social actants such as the repetitive societal needs to be satisfied through actions, which are different from acts in the sense that actions transform deficiency into sufficiency. Thus, the personal goals of the actants are always related to the purposes structurally. Reality is considered as societal reality and therefore, actants' needs for action arise in repetitive

[9] *Functional Pragmatic Approach* (FP) is originally not an approach that was used in studying code-switching. However, due to the applicability of the approach to code-switching studies, it has been included under this sub-section.

constellations. Such constellations are dealt with via linguistic action. So, the paths for such actions are linguistic action patterns (Ehlich & Rehbein, 1979 as cited in Redder, 2008).

According to Ehlich & Rehbein (1986);

> "A functional pragmatic analysis of linguistic action seeks to reconstruct the purposes for which the action was undertaken by the actors; these include both the language-external purposes of the society and the language-internal purposes of the linguistic structure. The aim is to relate 'internal relationships' to observable phenomena" (Ehlich & Rehbein, 1986, p.117).

In short, "the fundamental aim of Functional Pragmatics is to analyze language as a sociohistorically developed action form that mediates between a speaker (S) and a hearer (H), and achieves – with respect to constellations in the actants' action space" (Rehbein, 1977 as cited in Redder, 2008, p. 136).

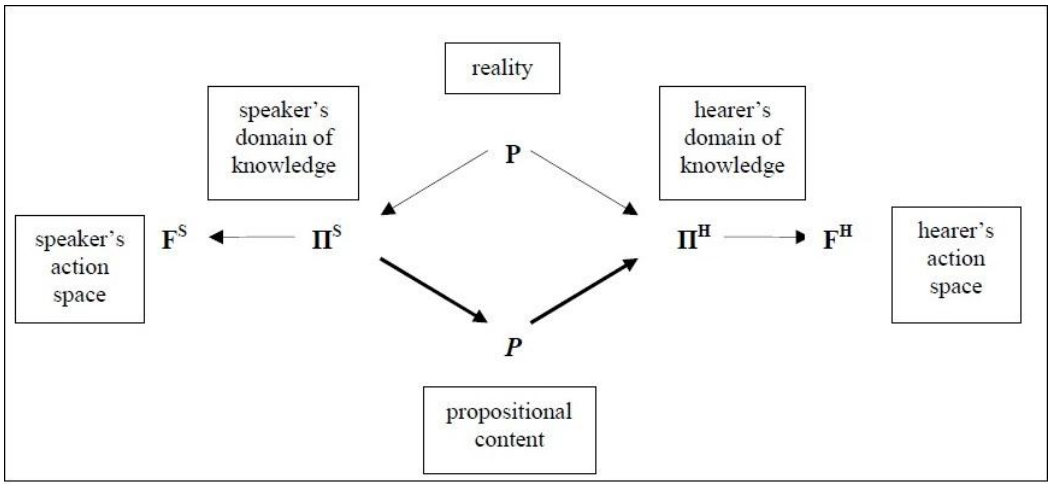


Figure 2.1: The basic linguistic model (Ehlich & Rehbein, 1986)

Figure 2.1 illustrates how knowledge domains represent and process structures of reality (P). Starting at the left of the figure, by means of speech

actions by the speaker (F^S), the speaker verbalizes elements of knowledge (Π^S) into the propositional content (*P*) of his/her utterance act. This is then received by the hearer, who reconstructs the propositional content as an element of knowledge, and integrates it into his/her domain of knowledge (Π^H). Later, the hearer may align the new elements of knowledge with reality (P) or with an accessible section of it, and may perform any subsequent or follow up action (F^H) (Rehbein 2009, p.31 as cited in Beerkens 2009, p.92).

What is inferred from this figure is that the hearer is mentally processing the knowledge received. In terms of interaction, not only the speaker, but also the hearer is important in discourse analytic processes.

2.3 Functions of Code-switching

The motive to study what functions or purposes code-switched utterances serve derives from the single question; *why do speakers code-switch?*. Describing how and when code-switching occurs is important in its own research framework; yet, as Myers-Scotton & Ury (1977) point out, knowing that a code-switched utterance signals a change in topic or lends emphasis to a topic does not tell why a speaker code-switches. Therefore, a functional approach to code-switching has been adopted to understand the *"why"* of code-switching.

In the light of this argument, Myers-Scotton & Ury (1977) developed the concept of the *social arena* to explain the rationale behind speakers' code-switching. *Social arena* is defined as;

> "a construct used to correspond to a set of norms. Each set of norms, and therefore each social arena represents cognitions about what behavior is expected for interactions, along with the limits for tolerable behaviour deviating from this expectation (p. 6)."

Code-switching occurs because the purpose of at least one speaker in the interaction is to redefine it by moving it to a different social arena (Myers-Scotton & Ury, 1977). Within this framework, functional analysis of code-switching has been studied in great number from different contexts, each offering its own functional approach to the study of code-switching out of their own unique data.

2.3.1 Functions of Code-switching in Bilingual Interaction

Code-switching originally is a mode of communication occurring in bilingual interaction in bilingual communities sharing the same languages, which is also a common as well as a frequent feature of bilingual interaction. As mentioned before, the *why* perspective of code-switching is important at this point to further understand this phenomenon of language choice in a functional way. Within the framework of this purpose, attempts to functionally analyze code-switching in bilingual interaction have shed light on the issue. Earlier studies on code-switching focused on identifying mainly two broad categories of functions, which Nishimura (1995) categorizes as, the symbolic effects conveyed by code-switching and the specific tasks that code-switching accomplishes.

The symbolic oriented studies to functional analysis of code-switching, as Nishimura (1995) elaborates, have claimed that "the two languages or varieties

represent two separate groups in the community, and consequently, two separate attitudinal and value patterns" (p.158), whereas the task oriented studies have focused on "what bilingual speakers do when they interact with other bilinguals using the two languages available in their community" (p. 158).

The study by Blom & Gumperz (1972) dealt with the symbolic effects of code-switching. Blom & Gumperz (1972) identified two types of code-choice in their study on code-switching between standard *(Bokmål)* and local *(Ranamål)* dialects in a town in Norway: *situational switching*, a type that accommodates a change in the social situation; and *metaphorical switching* in which code-switching does not accommodate a change in setting, topic or participants. The first type occurred when participants redefine the rights and obligations of each other, while the second one was triggered by changes in topic, rather than the social situation. In other words, formal functions were conducted in the standard language, whereas the informal ones were in the local variety. For instance, greetings and inquiries about family members were conducted in the local dialect whereas the business part of transaction was in the standard Norwegian.

In order to come up with functions that the code-switched utterances serve, one investigates a certain discourse to identify them. Romaine (1995) introduces some discourse functions of code-switching. The first one is the distinction between direct vs. reported speech, or quotations. The speech of another person which is reported in a conversation is often in a different language than that of the conversation. An example for this comes from the Turkish-Dutch data of

Boeschoten & Verhoeven (1985, p. 353 as cited in Romaine 1995, p. 162). The child says: *Türkçe, annemize de diyoruz: 'Mama even Mam ga maar brood maken diyoruz'* (Turkish, and we say to our mother: 'mama, go make some bread). Here, the direct speech of the mother is reported in Dutch while the home language is claimed to be Turkish. What Romaine (1995) claims here is that the switch itself is more important than the language used in the quotation. So, it is not necessarily a direct quotation including using the same language as used by the original speaker. Secondly, Romaine (1995) introduces *injections* or *sentence-fillers* as a discourse function of code-switching, which is similar to Poplack's (1980) *tag-switching*. Thirdly, Romaine (1995) mentions *reiteration* in which case the speakers repeat what has been just said. Here again, she points out that the switch itself is more important since what is said in both languages are the same. Another discourse function of code-switched utterances is to *qualify the message*, in which case, a topic is introduced in one language and commented or further qualified in another.

Nishimura (1995) studied the functional analysis of Japanese – English code-switching in Canadian *Niseis'* (second generation bilingual Japanese) in-group speech by identifying the functions within the *Niseis'* in-group speech repertoire and its three variables; Japanese variety, English variety and the mixed variety. The study clarifies the relationship existing among the *Niseis'* language choices, the patterns of code-switching and their functions. It was observed that the *Niseis'* chose their languages according to their interlocutors in their in-group interactions: Japanese, English or both; and that they used certain patterns of code-

switching to mark certain functions which are classified into four categories; 1) those related to the interactional processes such as reach-out strategy and involvement intensification; 2) those concerning the organization of discourse such as frame-marking and topic introduction; 3) those which give stylistic effects such as quotations and lastly; 4) functionally neutral switches the motivations of which are unclear. Nishimura (1995) came to the conclusion that in choosing Japanese when talking to native Japanese people who understand English, the *Niseis* can use English nouns customarily used in the community, borrow English nouns when necessary, and use others in free variation. When the *Niseis* choose English talking to each other, they still have some urge to express their ethnic identity by inserting Japanese in their English speech.

2.3.2 Functions of Code-switching in Foreign and Second Language Classrooms

Research on code-switching in language classrooms started with the bilingual language classrooms in the United States around 1970s and 1980s. Martin-Jones (1995) mentions two brand strands of research about code-switching in the classroom; early studies focused more on the communicative functions of code-switching in teacher-led talk and the frequency with which particular languages were employed for different functions; whereas recent studies, that is, studies dating back to a decade ago, investigated the sequential flow of the classroom discourse and focused on the contributions that code-switching makes to the interactional work of both the teacher and the learner in the bilingual

classroom from a conversational analytic approach as well as ethnographic observation. More recent studies, that is, those after Martin-Jones' argument, are studied around two strands of research as well; either a grammatical/linguistic approach is adopted, or a combination of both communicative/functional approach and a grammatical/linguistic ones.

Alternation between languages in the form of code-switching has been widely used in language classrooms and as Martin-Jones (1995) states, teachers and learners aimed at establishing different types of discourse, negotiating joint frames of reference and exchanging meanings by doing that. In the broad sense, the analysis of code-switched utterances in classrooms was guided by questions about identification of the types of communicative acts and the values conveyed by the teachers to the learners. Milk (1982), one of the first researchers investigating the bilingual language use in classrooms, states that there are various reasons for focusing on classroom language which are; a) language is spread throughout the classroom with which students deal all day long; b) classroom language is crucial with its role in the development of the thinking process; c) examining the dialogue between the teacher and the students in the classroom is important in that it gives us insights about how the knowledge is transmitted in the classroom; d) the sociolinguistic barrier existing between the students and the educational system in general gives us insights about the efficacy of the classroom language and lastly; e) classroom language enables us to investigate the functions of the language use and types of purposes for which the language is used.

One would easily notice that the discourse functions of code-switching in language classrooms would differ from those in natural bilingual interaction, though similarities may still exist to a certain degree. Legarreta's (1977) study which investigated Spanish – English bilingual kindergarten classrooms in California came up with the results that the teachers chose the language for solidarity functions (warming, accepting and amplifying student talk), directing students and distancing functions (correcting students, cooling the atmosphere in the classroom. What is interesting in the study is that although the classroom consisted of 65% Spanish speaking students with about half of these being monolingual Spanish, English was used by an average of 75% in the classrooms instead of using the vernacular Spanish of the majority of the students.

Barredo (1997) investigated the pragmatic functions of code-switching in Spanish – Basque young bilinguals offering a variety of functions such as linguistic motivation (switching when one cannot express himself in one language), topic or connotational implications, giving authority for the speech, using slang, smoothing negative connotations or conveying humour and irony, role changing, direct quoting, reinforcement or rejection (of what has been said). It was observed that Basque – Spanish bilinguals used code-switching for a wide variety of purposes from the need to fill lexical gaps to more complex discourse-level functions.

There are many studies in the English as a Second Language (ESL) context as well. For instance, analyzing the code-switched utterances in ESL classes of 24

secondary school teachers in Jaffna, Sri Lanka, Canagarajah (1995) came up with some functions codeswitching in the classroom discourse serving for classroom management and transmission of lesson content. The study is a qualitative and a naturalistic one by which a representative sample of codeswitching interactions were collected and the functions displayed were analyzed. Canagarajah (1995) divides the functions of codeswitching into two broad categories: micro-functions and macro-functions of codeswitching in the ESL classroom. Micro-functions are further divided into two categories: classroom management and content transmission. By classroom management functions, how codeswitching enables the teachers and the students to regulate classroom interactions or proceedings efficiently and systematically were under investigation. By content transmission functions, how codeswitching helps in the effective communication of the lesson content and the language skills specified in the curriculum were studied (Canagarajah, 1995: 179). Classroom management functions of codeswitching include opening the class, negotiating directions, requesting help, managing discipline, teacher encouragement, teacher compliments, teachers' commands, teacher admonitions, mitigation, pleading and unofficial interactions; while content transmission functions of codeswitching include review, definition, explanation, negotiating cultural relevance, parallel translation and unofficial student collaboration.

Macro-functions of codeswitching, as stated by Canagarajah (1995) included the socio-educational implications which were mainly about training the

students for the social and communicative life outside the classroom. He describes the macro-functions of codeswitching as the values behind the respective codes, negotiation of meaning through the code choice, negotiation of students' identities and co-group membership through the code alternation in the appropriate situation, knowing how and when to violate the conventional code for the context and using 'marked codes' (Canagarajah, 1995: 192).

As a result of the analysis of these functions of codeswitching, Canagarajah (1995) further asserts that while English was used for interactions strictly demanded by the textbook and the lesson, mainly the curriculum, Tamil was used for all other interactions including the ones that were considered, personal, personalized, unofficial or culturalised. In addition to that, through such functions English emerged as the code symbolizing impersonality, informality, detachment and being alien whilst Tamil emerged as informal, personal, spontaneous, involved and homely.

This idea is consistent with the results of the study by Merritt et al. (1992) in which they examined the determinants of teachers' language choice and code-switching among English, Swahili and mother-tongue using ethnographic observation of classroom interaction in three primary schools in Kenya. They observed classroom lessons of various levels, made audio recordings, conducted group interviews with teachers and interpreted the functions for the patterns they found. They observed that there were four different types of code-switching serving for different functions; a) code-switching was used in the *reformulation*

across codes, with no new information and no new instructions which usually occurred in a regular sentence; b) code-switching serving as the *content of the activity* or the *textual instruction* in the form of progression in the discourse; c) code-switching in the form of *translation* or *word substitution* within a sentence; and d) code-switching as *interactional particles* such as discourse markers, classroom management routines and terms of address.

Some of the major implications of the study by Merritt et al. (1992) suggest that code-switching functions as an attention-getting or attention-focusing device and that shifts from English to Swahili or mother-tongue across sentence boundaries are often summaries, restatements, or reformulations that emphasize the main points in the instructional material (p.117).

The overall findings of these two studies, in general, support the idea that native languages should be used in their own right rather than allowed to emerge as a default case and suggest ways in which even teachers who are not proficient in L1 can provide a place for it in their pedagogy (Pease-Alvarez & Winsler, 1994; Lucas & Katz, 1994 as cited in Canagarajah, 1995: 193).

Without a doubt, we expect classroom code-switching to differ in several aspects from code-switching in natural discourse. In the classroom code-switching context, the language teacher may not always, and should perhaps not, be regarded as a true bilingual who can choose freely between different codes. Most of the time, the main reason for the teacher to code-switch is to make the students understand the utterances (Flyman-Mattson & Burenhult, 1999). Still, as Flyman-

Mattson & Burenhult (1999) further elaborate, further investigations of classroom data indicate that code-switching has more functions than mere translation. In the study they conducted using a qualitative approach to individual examples of linguistic switch among three second language teachers of French in Sweden, they recorded hours of classroom interaction after which they came up with the following functions of code-switching used: *linguistic insecurity*, *topic switch*, *affective functions* (spontaneous expression of emotions and emotional understanding in discourse with students), *socialising functions* (friendship and solidarity), *repetitive functions* (conveying the same message in both languages for clarity).

As previously mentioned, most of the functions of code-switching in natural contexts, either in bilingual communities or second language classrooms, might bear commonalities in the foreign language classrooms. As Sert (2005) states, in building relations with the use and functions of code-switching in *authentic contexts* and *foreign language classrooms*, one needs to consider the fact that a language classroom is a social group; for which reason, a phenomenon related to naturally occurring daily discourse of any social group is potentially applicable to and valid for any language classroom. Within this theoretical framework, there are many studied in foreign language classroom or English as a Foreign Language (EFL) classroom contexts, which also include the present study.

English language teachers who teach in monolingual environments have for a long time been concerned about reducing or even abolishing student use of the

mother tongue in the language classrooms (Eldridge 1996). As will be dealt in detail in the proceeding sub-chapters, using the first language in the classroom has affected many generations of both students and the teachers and the issue has a profound history of research. According to Howatt (1984), "the monolingual principle, the unique contribution of the twentieth century to classroom language teaching, remains the bedrock notion from which the others ultimately drive" (Howatt, 1984, p.289 as cited in Cook, 2001). Cook (2001) mentions some of these different perspectives as strong and weakly phrased notions of attitudes towards the use of L1: "At its strongest it is Ban the L1 from the classroom, at weakest, it is Minimize the L1 in the classroom and a more optimistic version is Maximize the L2 in the classroom" (Cook 2001). When investigated briefly from a historical point of view, the issues related to the use of first language and target language in the classroom include exposure to target language input, student motivation, ways in which the use of the L1 can promote TL learning at cognitive levels, codeswitching and when it is appropriate for teachers to introduce the L1 into their pedagogies (Turnbull & Arnett, 2002).

However, there has been a tendency to move from this monolingual target language use in the classroom towards the multilingual classroom environment for the past couple of decades which brought the concept of language alternation and thus, codeswitching. According to Eldridge (1996), the issue of how we treat language alternation in the classroom is of central methodological importance and it has significant implications for teachers. Though teachers and researchers had an

attitude towards language alternation that minimized codeswitching in the classroom claiming and supporting that codeswitching indicated a failure to learn the target language (Willis 1981; Cummins & Swain 1986), and that codeswitching in the classroom was seen as a counter-productive phenomenon, Eldridge (1996) further argued that language alternation was not counter-productive and that it had serious implications for the language teacher. In the study he conducted with young learners of English in a Turkish secondary school, he came up with the following specific functions of code-switched utterances; *equivalence, floor-holding, meta language, reiteration, group membership, conflict control, alignment and misalignment*. Eldridge (1996) further elaborates that code-switching is a natural and purposeful phenomenon facilitating both communication and learning; it might have some short-term benefits for the learner but might hamper long-term acquisition, it can be analyzed in terms of interlanguage and that learner styles and abilities might have strong relationship with code-switching. Therefore, "every code-switched utterance is potentially indicative of a target code needed" (p. 310).

There are various other studies that dealt with the functions of code-switching in EFL classroom contexts (Üstünel & Seedhouse, 2005; Gil, 2007; Zabrodskaja, 2007; Jingxia, 2010). With the purpose of uncovering the sequential organization of teacher-induced and teacher-initiated code-switching and its relationship to pedagogical focus in FL classrooms, Üstünel & Seedhouse (2005) conducted a research at a Turkish university in a conversation class with beginner

EFL learners. They observed that code-switched utterances served various functions, which they called systematic preference organization patterns. The first one was related to the *pause length*, that is, when there is no L2 answer to the teacher's question in the L2, the teacher code-switched to L1 after a short pause. The second one was related to *encourage learners to produce turns in the L2*; that learners expressed their alignment with the teacher's pedagogical focus by speaking in the L2, or expressed misalignment by speaking in the L1. Another function was related to induce learners to code-switching to trigger them to express alignment by code-switching. In the study, they came up with the conclusion that "the significance of code-switching in L2 classrooms can only be understood in relation to the pedagogical focus in an evolving sequence" (p. 321).

Looking at the same issue from another context, Gil (2007) investigated the use of English and Portuguese in interactive exchanges between the teacher and the learners in an EFL classroom. Gil (2007) came up with specific functions of code-switched utterances both by the teachers and the learners. Functions of teacher code-switching were both related to classroom management and content transmission that included *marking the beginning of the class, getting learners' attention, maintaining the planned structure of the classroom, facilitating/clarifying understanding of grammatical rules and structures, providing equivalent meaning in L1 in the form of translation* and *giving advice*. On the learners' side, the functions were more related to issues such as *maintaining the flow of conversation, filling a linguistic gap, providing and asking*

equivalent meaning in both languages, asking about grammatical rules or structures and *clarifying understanding of grammatical rules*. Gil (2007) notes that code-switching in teacher – learner interaction in the foreign language classroom may have an important role in facilitating interaction among classroom participants as well as foreign language proficiency in general and that; code-switching should not be disregarded in the classroom interaction. Zabrodskaja (2007) and Jingxia (2010) also investigated code-switching in FL classrooms, only in different contexts; the former being Russian – Estonian and the latter, Chinese – English.

These studies overall suggest that, unlike what has been claimed by many researchers in the past few decades, use of students' first language in the classroom while teaching a foreign language is not something that hinders learning. On the contrary, as several studies suggest in the literature, other than those cited here as well, use of the first language in the classroom has various functions serving for various purposes both for content transmission and classroom management, what Canagarajah (1995) calls micro-functions of code-switching in language classroom. Though most of these studies have been conducted in different context for different purposes with individual learners, their common suggestion provides the inspiration for the present study to investigate the functions of code-switching in a Turkish EFL classroom.

2.4 Language Classrooms and First Language Use

The debate over whether language classrooms should include or exclude the students' first language (henceforth, L1) while teaching a second language (SL/L2), foreign language (FL) or target language (TL) has been a popular issue for a long time. Indeed, considerable research has investigated how much and in which contexts the TL and the L1 should be used in SL and FL classrooms. Different views and opinions have been put forward by theoreticians and empiricists alike.

2.4.1 A Brief Historical Background

Language teaching in the twentieth century was characterized by frequent change and innovation as well as by the development of sometimes competing language teaching ideologies (Richards & Rodgers 2001). When the history of L1 use in L2 classrooms is examined in brief, we see a periodic development and shift in how it is viewed. By the nineteenth century, due to the spread of the Grammar-Translation Method, an approach based on the study of Latin, bilingual teaching was the norm, with students learning through translation. The use of L1 to study the L2 was almost universally accepted (Miles 2004). Following that, the appearance of the Direct Method contributed to the idea of excluding all first languages from the classroom which focused on a learning process that mirrored

first language acquisition; lots of oral interaction, little grammar analysis and no translation.

Starting from the 1960s, a major paradigm shift within language teaching was seen with the Communicative Approach which, as a whole, believed the idea that monolingual teaching with authentic communication in L2 was the best way to learn a language (Pennycook 1994). It also marks the beginning of the times when the five tenets of English language teaching methodology, produced out of the Makerere (1961) assemblies, have received criticism although believed to be true at the time. The five tenets are; 1) English should be taught in a monolingual classroom; 2) The ideal teacher should be a native speaker; 3) The earlier English is taught, the better; 4) The more English used in the classroom during lessons, the better; 5) If other languages are used, English standards will drop (Phillipson 1992, p.185). By the 1970s, these five tenets were included into the Communicative Approach which dominated language teaching for a very long time and until today.

In recent years, this L1-only approach to language teaching has been declining and a more bilingual approach has been adopted supporting the positive and effective role of learners' L1 in their FL, TL or L2 learning. With the notions of *beyond methods and approaches* or *post-methods era* (Richards & Rogers 2001) adopted after Communicative Approach, the view of "every method is useful for specific context" has gained popularity. Therefore, the issue of using L1 in L2 and FL classes is still a debatable one among many researchers and theoreticians. The

following sub-chapters will shed light on some views supporting and opposing the use of L1 in L2/FL classrooms.

2.4.2 Views Opposing First Language Use

Extensive use of the target language in the language classroom and avoiding students' first language(s) is adopted for various reasons in the literature. One of the major claims is the issue of *genuine input* (Cook 2001a); that teachers' language they use in the classroom is mostly the prime model for true communicative use of the target language. Turnbull & Arnett (2002), in approval for this claim, state that there is a direct correlation between FL achievement and teachers' use of the TL in the language classroom. The most persuasive theoretical rationale for maximizing the teachers' use of the TL in the classroom is that teachers are often the students' primary source of linguistic input in the TL (Turnbull & Arnett 2002), which is also the case in Turkey. Therefore, teachers of the SL and the FL must aim to make maximum use of their own TL use during their classes; especially in cases when the students do not often encounter the TL they are learning outside the classroom (Turnbull 2001). Duff & Polio (1990) concur that in FL contexts, the quantity of L2 input is especially necessary since little opportunity exists for exposure to the L2 outside the classroom. All the same, Cook (2001a) challenges this claim by contending that using the TL throughout the whole lesson might make the class seem less real creating a pretend

monolingual situation which eventually leads to the pretend native speaker roles of the students rather than true L2 users.

A second argument for the opposition of using L1 in the language classroom concerns a practical justification which is the multilingual classrooms where students do not share a common L1. Thus, there might be several first languages, which is impossible for the teachers to learn and make use of in their classrooms. Unless the teacher is capable of speaking all the respective L1s in the classroom, there would be certainly no benefit of using L1 (Hawks 2001 as cited in Miles 2004). Nevertheless, this fact does not justify its total avoidance in the classrooms where there is a single first language (Cook 2001a, p.154).

Cook (2001a) further argues that there are two implicit reasons for the avoidance of L1 in this situation: the view that L2 learning does not happen in the same way as the L1 acquisitions so L2 learners would learn the L2 without reference to any previous language; and that two languages should be kept separate in mind since developing a second language properly means learning it independently of the first language. He disagrees with these views stating that there are many parallels between the first and second language learning since both processes take place in the same human mind; and that although the two languages might be distinct in theory, in practice they might be interwoven in terms of phonology, vocabulary, syntax and sentence processing.

2.4.3 Views Supporting First Language Use

Recently, there has been a tendency to use the L1 in the language classroom to different extents. The issue of exposure to TL input has been reexamined by various researchers. Cook (2001b) and van Lier (1995) observe that the idea of maximizing the TL in the classroom has been interpreted by most teachers to mean that they should avoid the use of L1 totally and restrict its use to grammar lessons or classroom management. Ellis (1994) and Sharwood-smith (1985) agree that mere exposure to the TL input does not entirely guarantee that it becomes internalized as intake. Therefore, excluding the students' L1 for the sake of maximizing students' exposure to the L2 may not necessarily be productive (Miles 2004).

The use of L1 has also been supported for cognitive capabilities it would bring to the learners (Antón & DiCamilla, 1999; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). Driving their point from the ideas of Vygotsky (1978), Antón & DiCamilla (1999) contend that when a teacher uses the L1 in the TL classroom, it gives the learners a chance to help scaffold their learning serving as a cognitive tool. Furthermore, Brooks & Donato (1994) believe that learners sometimes use their first language to negotiate meaning; the use of L1 helps them produce the TL as well as sustaining verbal interactions. To put it in other words, the use of L1 may provide learners with additional cognitive support which enables them to analyze language and work at a higher level then would be

possible were they restricted to the mere use of the L2 (Storch & Wigglesworth 2003).

In addition to the above mentioned issues, Aurbech (1993) mentions an affective aspect of using L1 in the classroom: when L1 is used, the anxiety levels of the students are reduced and it enables and enhances the affective environment for learning, takes into account sociocultural factors, facilitates incorporation of learners' life experiences and allows for a learner-centered curriculum development (Aurbech 1993, p.19).

Findings of many empirical studies focus on the use of L1 in language classrooms bringing a practical dimension to the issue in question. These studies generally show that the L1 can serve a number of functions including enlisting and maintaining interest in the task as well as developing strategies and approaches to make a difficult task more manageable (Storch & Wigglesworth 2003). Macaro (1997) observed language teachers in England to find out the rationale behind their use of the L1. He summarizes these as: *using the first language for giving instructions about activities, translating and checking comprehension, giving individual comments to students, giving feedback* and *disciplinary purposes*.

In another study by Storch & Wigglesworth (2003) conducted with 24 university ESL students in Indonesian and Chinese contexts, students reported that their L1 enabled them to provide each other definitions of difficult vocabulary and explanations of grammar when they did not have the required meta-language.

They also found their L1 useful in different tasks which made it easier for them to negotiate and provide justifications for grammatical choices.

Indeed, Stern (1992) suggests that the use of L1 and TL should be seen as complementary, depending on the characteristics and stages of the language. For instance, it makes theoretical and practical sense for teachers to teach intralingually (that is, speaking the TL) at least most of the time when a course aims to develop students' communicative competence (Stern 1992).

2.5 English in Turkey

This section provides the brief history of the language background in Turkey, the status of English in Turkey, English language teaching in Turkey and attitudes towards English in Turkey.

2.5.1 Brief History of the Language Background of Turkey

There has been a diverse language contact with Turkish and other languages throughout the Turkish history. However, as König (1990) claims, formerly, motivation to learn foreign languages was traditionally not high in spite of this diverse language contact. People with a good knowledge of foreign languages were intermediators in communication with foreigners who were generally members of the minority groups under the Turkish rule. The lack of interest in learning western languages, as Bear (1985) claims, can be related to two main reasons: the Turks had not lived as a colony of a major world power and that

the Ottoman Empire had not been regarded as a rival and an equal participant in the international power systems.

In the Turkish history, as in many others, the development of interests in various eastern and western languages was seen. These interests, importance and priority linked with a foreign language throughout Turkish history was attributed to conditions of the specific times from various perspectives such as social, cultural, economic and political. For instance, from this point of view, it might be stated that the rise of Arabic and Persian as the language of prestige in the Ottoman Empire era was a result of the adoption of Islam by the Turks as well as the close relations established with the Arabs and Persians. The main purposes of educational institutions in the Ottoman Empire era were to teach Arabic so that students could read and interpret Quran in its original form as well as the high status Arabic in teaching maths, physics, chemistry or medicine. Persian was also the language of written literature and Islamic mysticism and had an equal status with Arabic (Büyükkantarcıoğlu, 2004). As a result, there was a diglossic situation in the Empire which resulted in a large influx of Arabic and Persian vocabulary into the written Turkish. Along with Arabic and Persian, French language and its culture gained popularity as a result of Westernization Movements introduced late in the 18th century. In an attempt for the modernization processes in the Ottoman Empire, French was included in the curriculum of Medical Schools (Mekteb-i Tıbbiye-i Adliye-i Şahane) and the School of Political Sciences (Mekteb-i Mükliye) especially in the Military structure. Later, the popularity of French as a

foreign language increased with Tanzimat Movements. The most successful attempts of French teaching were observed in *Lycee de Galatasaray* (Mekteb-i Sultani) which was founded in Istanbul in 1867. However, despite the popularity of French (due to the close relations of the Ottoman Empire with France), the language was considered to belong to the higher class; only a small group of elites learned and used French. Today, Turkish encompasses a large amount of loanwords from French by which fact the popularity of French at those times could be inferred (Demircan, 1988; Ersoy, 2006; Memmedova, 2009). With regard to a series of political and commercial reasons, teaching German as a foreign language was seen dating back to the 18th century replacing French in some military institutions.

Table 2.1: Chronological change in foreign language priority in Turkey (Demircan, 1988, p.116).

Order	***Before 1773***	***1773-1923***	***1923-1950***	***1950-1980***	***After 1980***
1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3	Turkish	French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

Although English had not had a prestigious and important place in state schools until 1908, the language was made part of the curriculum as a must course in State Navy College (Bahriye Mektebi). Later, it was integrated into the programs of School of Navy Engineering (Çarkçı Mektebi) and School of Foreign Languages (Elsine Mektebi) (Demirel, 1988). Table 1 shows the chronological

change of priorities given to foreign languages in Turkey. After the 1980s, as Doğançay-Aktuna (1998) states Turkey established strong international relations and felt a more urgent need to keep up in terms of foreign language proficiency along with rapidly globalizing world with liberalism and free enterprise in favor of the acquisition of the English language.

Language learning, as König (1990) states, was the privilege of the elites in general and foreign language teaching was predominantly under control of the minority and foreign groups. Although a number of schools were founded in İstanbul during the Ottoman Empire era in which the medium of instruction was French, German or English, they provided educational instruction for the children of diplomats, tradesmen, minorities and elites.

2.5.2 The Status of English in Turkey

English is now the lingua franca for international communication throughout the world as well as for trade, banking, tourism, popular media, science and technology. As Crystal (2003) notes, a language does not become a global language simply because of its intrinsic properties;

> "Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international

> language of education, thanks to a different sort of power –the ecclesiastical power of Roman Catholicism" (Crystal 2003, p.7).

As the quotation above implies, one of the main reasons for English to be a lingua franca today is the colonization policy of Britain in the previous centuries and the economic and political power of the United States of America. Turkey had not been a colony of the Great Britain at any time in history, nonetheless English is the most popular foreign language in Turkey with its prestigious status in many domains of everyday life even though not as much as the countries where it is spoken as a second language and has an official language status.

The first steps preparing the ground for the current popularity of English in Turkey were taken in 1952 with Turkey's alliance with the North Atlantic Treaty Organization (NATO) and the beginning of close relations established with the United States. At that time, English became a language used widely for diplomatic relations. Today, it is also widely used in many domains to some extent. Deriving from Wardhaugh's (1987) notion of unplanned spread, Doğançay-Aktuna (1998) also makes a distinction between *planned language spread* and *unplanned language spread*; the former referring to the desired spread of the target language through education because of its advantages and the latter referring to the spread undesirable to the local governments through borrowing from the spreading language into the indigenous languages. She further states that "incentives for the planned spread of English in Turkey have been triggered because of its role as the language of modernization and international communication and these, in turn,

provided the ground for its unplanned spread into people's everyday lives through popular media and products" (Doğançay-Aktuna 1998, p. 30). We can now see English language in professional Turkish life as a job requirement, financial incentive, in Turkish business discourse, Turkish media and even with English words in the Turkish language (Selvi 2011). Büyükkantarcıoğlu (2004) categorizes the reasons for the current popularity of English in Turkey displaying some unique characteristics apart from political reasons.

Scientific and technological developments and communications

Along with the advances in information and communication technologies such as telecommunication systems, the invention of computers and the development of the internet in particular, there has been a demand for the knowledge of English to access these developments in Turkey as well as in many other countries throughout the world. Social networking tools such as Messenger, Facebook, Twitter etc., widely used by many people in Turkey as well, might be said to have increased the popularity of English along with various channels of the internet itself.

Media

Thanks to the widely and easily reached media by means of both satellites and the internet, the variety of TV channels provided by these increased the interest in American or British series, movies, soap operas, commercials etc. providing opportunities for especially younger generation who enjoy repeating the lyrics of the famous western pop songs. Along with these, there has been an

increase in the English shop signs, billboards, posters and English brand names found their places in daily lives of the Turks (Selvi, 2007).

Education

The spread of English might also be attributed to various dimensions of the Turkish education. One of the major steps for this, after the English medium schools (Robert College, Middle East Technical University, Boğaziçi University etc.) was the foundation of Anatolian High Schools that offered English medium instruction for all the subjects with the aim of providing English language learning opportunities for all. Additionally, English has also been (and is still being) promoted in the Turkish market for coursebooks by the publishers since most of them are either of American or British originated.

International travel

Owing to the popular tourism activities in Turkey, millions of tourists from various countries of the world come to Turkey each year and communication between the locals and the tourists is mostly in English. Shop keepers, hotel or restaurant owners, vendors require English at certain levels as a means of international communication along with other languages such as Russian and German.

Gearing state officials to learn a foreign language

The last factor triggering the current popularity of English according to Büyükkantarcıoğlu (2004) is that of state officials' requirements for learning English. The government approved an act in 1939 which motivated state officials

to learn a foreign language which resulted in various types of examinations to test their language skills. In 1968, State Officials Foreign Language Training Center (*Devlet Memurları Yabancı Dil Eğitim Merkezi*) was founded by the government for this very purpose. Nowadays, the most popular examination is the Foreign Language Proficiency Examination for State Employees (*Kamu Personeli Dil Sınavı*) which is a requirement for most of the governmental institutions.

2.5.3 English Language Teaching in Turkey

Turkey belongs to the *expanding circle* according to the categorization of countries with respect to the status and use of English by Kachru (1992). What this means is that the functions of English in Turkey as in many other expanding circle countries is restricted to a few specific domains; language is not officially used and does not have an official status. With the ever growing spread and the popularity of English in Turkey, English language teaching also gained importance. Since its first introduction to the Turkish education, it has undergone various changes at different levels.

The first ever contact of the Turks with the English was during the Crusades between 1906-1270 (Demircan, 1988). The initial contact with the English language, however, began with trade relations between the Ottoman Empire and Great Britain around the 1530s. Relations with the United States started with a trade agreement as well between the Americans and the Ottomans in 1830 (Doğançay-Aktuna, 1998). Yet, as stated before, it was not until around 1908

that the English language began to be taught in state schools which were mostly for the children of the ethnic minorities and the elites. With the foundation of Republic of Turkey in 1923, the educational goal was changed so that Turkish language was given priority over foreign languages along with the developing nationalism and the idea of nation-state. However, for the aim of culturally enriching the Turks, a western language was made a compulsory subject (Doğançay-Aktuna, 1998). Today, the official language and the language of instruction in Turkey is Turkish with English being the only foreign language taught as a compulsory subject in many levels of Turkish education system along with German and French as elective foreign languages in some schools. Although it is taught as an obligatory foreign language course in Turkish primary, secondary, high and university levels, the efficiency is highly debatable due to various reasons. Opportunities for practicing the language outside the school environment are much limited which make it difficult for the learners to go beyond basics in some cases. Apart from that, since English is seen as a subject to be taught in schools rather than a medium of communication in daily life, although the language is popular in the country, it has not fully entered the daily life of the Turkish people.

In primary and secondary schools, English is taught for 3 hours a week at grades four and five and 4 hours a week at grades six, seven and eight. In high schools, it is 3 hours a week for grades nine and ten; none for grades eleven and twelve unless it is a foreign language high school branch where they receive

English for 16 hours a week (MEB, 2010). At university level, the situation is not better unless it is an English medium university offering a hundred percent English medium instruction throughout all its departments. The language is generally offered in the first year of the four or five year university education and aim to help the students gain necessary skills to research, read and understand English publications in the specific field of study. That being the case, English at university level serves to an instrumental purpose while at lower levels; it is mostly about grammar teaching which result in low proficiency.

Apart from these general attitudes towards teaching English in Turkey, Büyükkantarcıoğlu (2004) explains the factors for the low proficiency of English taught at these schools as the inefficacy of the coursebooks in meeting the needs of the learners, lack of qualified teachers, overcrowded structure of the classrooms, the inefficacy of the teaching methods used in motivating the learners, the limitedness of the number of class hours allocated to the language per week, lack of materials and etc. Most of these factors are linked with other aspects such as political and economic impacts. However, since the formal classroom is the most common domain to learn English and due to various other reasons such as the inconsistency in the ways it is taught across the institutions, English has not gained social penetration, that is, depth in Turkey (Doğançay-Aktuna 1998).

2.5.4 Attitudes towards English in Turkey

The perceived role of English in Turkey along with the present dimension in both educational and social contexts mentioned above highlighted the attitudes towards the language itself as well as English speaking communities. Taking the diverse levels of sociolinguistic and sociological contexts in Turkey into consideration, attitudes towards English might be investigated from various dimensions. As Selvi (2011) states, just like any social phenomenon, these either negative or positive attitudes have no single origin but related to a diverse set of interrelated factors such as the educational context, the business context (such as the naming practices in shop names all around the country), the sociocultural context and the political context. These attitudes might generally be related with variation in the educational institutionalization of English in Turkey and borrowings from English into Turkish in line with individual's context and sociopolitical identity (Doğançay-Aktuna & Kızıltepe 2005) as well as other sociocultural and sociolinguistic factors.

As in other monolingual countries, English is increasingly used as a means of communication at both intra-national and international levels. Therefore, the role English plays, or needs to play in Turkish national education system has been debated for a very long time. This issue attracted interest from many scholars, academicians as well as students and parents with the English-medium instruction debate. Today, English-medium instruction is employed in many universities in

Turkey[10] along with some private high-schools and lower levels though scarce in number. Proponents of English-medium instruction argue that bilingual education would facilitate one's cognitive as well as linguistic capabilities in the native language (Alptekin 1989) while opponents on the other hand argue that the omnipresence of English in Turkish schools and classrooms are seen as a threat against the development of Turkish society, culture and even a violation of fundamental human rights (Demircan 2006).

Kılıçkaya (2006) investigated the attitudes of instructors towards the use of English as a medium of instruction in Turkish universities where Turkish is the native language of the great majority of the students. The results showed that instructors are more favorable to the idea of adopting Turkish as an instructional medium rather than English. However, the instructors have a wide range of concerns related to Turkish-medium instruction as well as English-medium instruction in higher education such as the resources provided in Turkish and English, the proficiency level of the students, student participation and the parents as well as the students. Similarly, Yağmur (1997) compared two groups of university students in Turkey, the results of which indicate that students who attended an English-medium university favored the use of English lexical items

[10] According to Boztepe's (2009) research, there are 18 universities, including both state and private that offer a 100% English-medium instruction whereas 34 universities also offer English-medium instruction in some of the selected degree programs. However, the current situation changes gradually with more universities being founded and offering English-medium instruction in certain percentages in their curriculum. Most up-to-date information about universities can be obtained from YÖK (Higher Education Council of Turkey).

more than students who attended a Turkish-medium university. While students might have positive attitudes and instrumental motivation towards English and believe that the knowledge of two languages will provide them a better opportunity for their future and wish to have more accurate and fluent skills, they mostly think that English should be an optional subject instead of a must one (Kızıltepe 2000; Karahan 2007). It needs to be noted that the attitudes vary greatly depending on the context and the composition of the groups studies given the diversity in the sociocultural tendencies and lifestyles across groups. Therefore, the linguistic attitudes of speakers cannot be studied in isolation from other significant social issues.

Though this study does not directly aim to investigate attitudinal perspectives of neither the teachers nor the students, use of Turkish and English in forms of code-switching in the language classroom would give some insights about the overall attitudes they have towards the use of code-switching. Since the research setting of this study comprises of an English-medium university contrary to many other universities in Turkey, the students and the teachers might have different views on it although.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Presentation

This chapter presents a detailed description of the qualitative methodology employed in this study. Selected research methodology, research design, data collection methods and data analysis will be presented briefly.

3.1 Design of the Study

Since the aim of the current study is to investigate the occurrences of the use of Turkish and English in forms of code-switching, it is essential to have detailed and rich descriptive data that reflect this phenomenon. Therefore, an in-depth description and analysis of the language used in the classroom is necessary for this study to reach its aim, for which purpose, this study will make use of the qualitative research methodology and case study research. In the following section, the rationale behind the choice of this methodology is explained in detail.

3.1.1 Selected Research Methodology: Qualitative Research

The term *qualitative research* is used to briefly define a research methodology that focuses on descriptive, holistic and natural data. It has a capacity to constitute compelling arguments about how things work in particular contexts (Mason, 2002). Although views regarding what characteristics of qualitative research methodology includes differ, it is generally associated with a variety of different methods, perspectives and approaches (Mackey & Gass 2005). As Mason (2002) points out, "qualitative research –whatever it might be– certainly is not a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions" (p.3). The definitions and characteristics were inevitably mentioned in line with the differences of its famous rival, which is quantitative research methodology. However, Mason (2002) comes up with some working definitions that serve as characteristic of the qualitative research methodology. Firstly, it is based on philosophical roots which make it concern with how the social world is interpreted, understood, experienced, produced or constituted. Secondly, it is based on methods of data which are flexible and sensitive to the social context in which the data are produced. And thirdly, there is more emphasis on the holistic forms of analysis and explanation than on relying on surface patterns, correlations and etc.

Regardless of any particular methodology within the qualitative research methodology, the overall aim is to determine how a particular social action or

phenomenon operates, that is, to figure out "what's going on" with a particular behaviour or phenomenon (Tetnowski & Damico, 2001). In order to understand this social action and/or phenomenon, Tetnowski & Damico (2001) mention some objectives of the qualitative research methodology which include collecting rich descriptive data of interest within natural and authentic settings, focusing on the individual and incorporating the participants' perspective on the phenomenon investigated.

Similarly, Macky & Gass (2005) identify some characteristics of the qualitative research methodology that enable us to understand the underlying processes, definitions and advantages. These are:

a. *Rich description*: As opposed to the quantification of data through measurements and frequencies, qualitative researchers make use of careful and detailed descriptions.
b. *Natural and holistic representation*: Rather than attempting to control contextual (external) factors, qualitative research makes use of individuals and events in their natural settings.
c. *Few participants:* Qualitative research is less interested in generalizability issue, rather working more intensely with fewer participants.
d. *Emic perspectives:* It is one of the aims of the qualitative research to interpret phenomena via emic perspectives, that is, in terms of meanings people attach to them.

e. *Cyclical and open-ended process:* It is more process oriented and open-ended with hypotheses being generated as an outcome of the research rather than in the initial stages.

f. *Possible ideological orientations:* The researchers might have a particular social or political goal; e.g: critical discourse analysis.

Denzin & Lincoln (2005) sum up the whole argument in their definition of qualitative research, which is as follows:

> "Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves and interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p.3).

There are five approaches to qualitative research as categorized by Creswell (2007) which are: *narrative research*, *phenomenology*, *grounded theory*, *ethnography* and *case study*. Since this research is a case study, some brief information of case study research will be given in the following sub section.

3.1.2 Case Study Research

The general aim of case study research is to provide a "holistic description of language learning or use within specific population or setting" (Mackey & Gass,

2005, p.171). It encompasses "the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context) (Creswell, 2007, p.73). Within this framework, a case study research "consists of a detailed investigation, often with data collected over a period of time, of phenomena, within their context" (Hartley, 2004, p.323). Therefore, the investigator in case study research "explores a bound system (a case) or multiple bound systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio-visual material, and documents and reports, and reports a case description" (Creswell, 2007, p.73).

Based on Mackey & Gass' (2005) "holistic description of language learning or use within specific population or setting", this study is a case study research in that it involves a unique and specific case, a bound system, which is an EFL classroom. It focuses on in-depth investigation of the context it researches and different data collection resources.

3.1.3 Research Questions

In the light of the issues briefly outlined above, this study will explore the issue from two perspectives; linguistic and functional. The following research questions will guide the study;

1. What forms of code-switching are used in an 'English as a foreign language' classroom?

2. What functions do these occurrences of code-switching serve in the classroom?
    2.1. Why do the instructors use code-switching?
    2.2. Why do the students use code-switching?
3. Is there a difference between the amount and the functions of the code-switching used in pre-intermediate and advanced EFL classrooms?

3.2 Research Setting & Participants

3.2.1 Institution

The study was conducted in Middle East Technical University (METU), School of Foreign Languages (SFL), Department of Basic English (DBE). METU is a state university that offers English-medium instruction in all its departments. The SFL provides the students studying at METU with English language education at international standards by coordinating and monitoring the academic work in its departments, namely DBE and DML (Department of Modern Languages). The primary goal of the SFL is to enable the students at METU to follow their departmental courses, to access and effectively use all kinds of resources related to their academic studies and to use English in their professional lives by communicating in written and oral contexts. Additionally, SFL contributes to the quality of English teaching and learning in the whole country by offering language courses of high standards to the community (METU, n.d.).

3.2.2 Courses

The Department of Basic English aims to provide the students whose level of English is below proficiency level with basic language skills so that they can pursue their undergraduate studies at METU without major difficulty. To achieve this aim, the department runs a two-semester intensive program placing emphasis on reading, writing, listening and speaking skills.

Students are placed in five groups according to their levels of English and have 12, 15, 20 or 25 class hours per week all through the academic year. To be a freshman, they are required not only to reach a certain level of yearly achievement but also to be successful in the English Proficiency Exam at the end of the year.

So as to answer the third research question, the courses video recorded in this study varies from Pre-Intermediate level; a 550-hour course focusing primarily on practicing academic skill with further language and vocabulary reinforcement provided through exposure to academic texts, both written and spoken, and Advanced level; a 240-hour course aiming to perfect the skills and language necessary to practice academic skills at their faculties (METU, n.d.).

3.2.3 Participants

The participants of this study include 5 English language instructors teaching at the DBE at METU as well as around 150 the students in their classes. The students are freshman candidates studying for their English proficiencies to

qualify for the courses for their various departments ranging from physics to economics, etc. in the spring term of the academic year 2011-2012. The participants were chosen using a convenient sampling method since they were easily accessible as they were already there. Furthermore, the fact that the teachers teach to these different groups and levels of students was thought to be advantage in that all these would provide a relatively wide range of occurrences for the use of code-switching in the classrooms.

3.3 Data Collection Procedures

3.3.1 Video Recordings

The main data in this study were collected by means of recording the whole lessons. The rationale behind choosing video recording as a major source of data collection procedure is that there are many advantages of video recordings (Dufon, 2002). First of all, video recordings provide the researchers with a dense data reflecting an authentic and a real life situation. Since this study focuses on code-switching in the classroom discourse, recording the whole class hours provided the researcher with huge linguistic information than any other methods of data collection. It is also an advantage of video recordings (at least over audio recordings) that the researchers might easily see the posture, gesture of the participants; replay the video as many times as they would like by rewinding and

forwarding to catch little details; and actually see the participants speaking which provide an easier analysis.

However, one problem that might have arisen with video recordings is the fact that the participants might have felt the presence of the camera that was put in the back of each class in a stable position. Speer & Hutcby (2003) notes that "it is common for researchers to regard the presence of a recording device as something which renders problematic the normalcy, naturalness and authenticity of the data collected" (p.333). Yet again, since video recording provided an opportunity for rich and detailed data regarding the code-switched utterances used in the classroom discourse, it was chosen as a part of data collection procedure.

3.3.2 Observation

As Mason (2002) defines it, "observation usually refer to methods of generating data which entail the researcher immersing herself or himself in a research 'setting' so that they can experience and observe at first hand a range of dimensions in and of that setting" (p.80). Therefore, observations used in this study were complementary to the video recordings with the researcher taking notes on the intuitions and impressions by being present in the classrooms at time of the recordings. Observations are useful in that "they provide the researcher with the opportunity to collect large amounts of rich data on the participants' behaviors and actions" (Mackey & Gass, 2005, p.175). Therefore, while analyzing the data, observations made by the reseaercher provided an insight in interpreting the forms

and functions of code-switching used by the teachers and the students in the classrooms.

3.4 Data Analysis Procedures

The data collected through video recordings were analyzed by the transcription software EXMARaLDA (Extensible Markup Language for Discourse Annotation) which was developed at the 'SFB Mehrsprachigkeit' (Research Centre on Multilingualism) in Hamburg as the core architectural component of a database of multilingual spoken discourse (Schmidt, 2002). "It is a system of concepts, data formats and tools for the computer assisted transcription and annotation of spoken language, and for the construction and analysis of spoken language corpora" (EXMARaLDA, 2012). It is easily and freely accessible and downloadable from the internet and gives an opportunity for the researchers trying to analyze spoken language in a detailed way. Some other advantageous functions of EXMARaLDA include the transformation of data into a number of widely used presentation formats (RTF, HTML, PDF) for web-based or printed publication. Also, EXMARaLDA supports several important transcription systems (HIAT, DIDA, GAT, CHAT) through a number of parameterized functions which would be quite feasible for the researchers in terms of the analysis of the spoken data in a more prescribed way.

Data transcribed through EXMARaLDA were analyzed using a content/discourse analytic approach; that is to say, instead of using a top-down

process, a bottom-up process has been employed. Functions of code-switching from previous studies (Polio & Duff, 1994; Canagarajah, 1995; Eldridge, 1996; Üstünel, 2004; Yletyinen, 2004; Reini, 2008; Boztepe, 2009) have been piled up together and functions observed in the data were combined using these previous studies. Expert views have been sought for to maintain the rater reliability of the functions; apart from the researcher, supervisor of the thesis and colleagues have been consulted in maintaining the reliability of the functions observed.

3.4.1 Transcription Conventions

In this study, the transcriptions of the recorded data were made according to the HIAT transcription conventions (Ehlich & Rehbein, 1976; Rehbein et. al., 2004; Ruhi et. al., 2010). HIAT is an acronym of *Halbinterpretative Arbeitstranskriptionen* (Semi-Interpretaive Working Transcriptions). It is a transcription system used predominantly in functional-pragmatic discourse analysis. A list of transcription conventions used in the data of this study are given in Appendix A.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Presentation

This chapter presents the analysis of the results in sequence with the research questions of the study. Firstly, a brief description of the analyzed data will be given. Secondly, the forms and functions of teachers' code-switching analyzed in the data will be presented following the forms and functions of students' code switching. Lastly, the comparison of the forms and functions of code-switching employed by students and the teachers in pre-intermediate and advanced levels will be presented.

4.1 A Brief Description of the Analyzed Data

The data collected through video recordings were transcribed using the transcription software EXMARaLDA and the transcribed data were analyzed qualitatively by coding into themes.

Each recorded session is approximately 45 minutes which is considered one lesson hour, even though in some occasions, the camera split one lesson hour

into halves by 29 minutes and 14 minutes. The total data transcribed come from five lesson hours; two advanced level classes, two pre-intermediate level classes and one intermediate level class, adding up to totally around 225 minutes of analyzed data.

In all classes, the language of lecture was English with frequent switches to Turkish at different levels especially among students while they were doing the exercises given by the instructors.

Following Ehlich & Rehbein's (1986) perspective of Functional Pragmatics makes it possible to interpret the language constellation. The actants are the teachers and the students; and they have varying purposes in their linguistic actions. The teachers, as explained and exemplified in the following sections, switch to Turkish to contribute to students' understanding considering the knowledge of the students. The students also used code-switching as a mode of communication to contribute to mutual understanding or to signal the extent of understanding and/or misunderstanding. In that sense, it can be hypothesized that there is a mental cooperation between the interactants.

Frequency of forms of code-switching by teachers and the students is given in the Table 4.1 below for summary purposes.

Table 4.1: Frequency of forms of code-switching used by the teachers and the students

Frequency of forms of code-switching in the data			
Teacher		Student	
Forms	Frequency	Forms	Frequency
Discourse markers	181	Other forms of switches *(giving Turkish/English equivalences or making translations)*	6
Other forms of switches *(giving Turkish equivalences or making translations, using tag switches, using address terms, using 'do' construction, using quoting)*	72	Inserting Turkish lexical items	29
Inserting Turkish lexical items	56	Discourse markers	22
		Inserting English lexical items	17

4.2 Forms and Functions of the Teachers' Code-switching

In this sub-section, only teachers' forms and functions of code-switching will be presented. General forms for code-switching employed by the teachers are categorized under the headings; *using discourse markers, inserting Turkish lexical items/phrases/sentences,* and *other switches (giving Turkish equivalences or making translations, using tag switches, using address terms, using 'do construction'* and *using quoting).* Functions of these uses of code-switching are various and will be presented with selected examples from the data in numbered excerpts where each code-switching is in bold characters. Other switches that are not in bold are not discussed for the particular function in the given excerpts.

A list of table for the functions of code-switching used by the teachers is given below. Even though there are overlaps in the functions of code-switching used by the teachers, their forms are different. Therefore, they have been classified under forms instead of functions.

Table 4.2: Forms and discourse functions of the teachers' code-switching from the analyzed data

Discourse Functions of the Teachers' Code-Switching from the Analyzed Data	
Forms of Code-switching	**Functions of Code-switching**
Using discourse markers	Disagreeing Referring to shared knowledge Extending Evaluating Exemplifying Self-repair Clarifying Changing the topic Building understanding Managing the progression of talk Giving additional information Eliciting English translation Changing the direction of talk Inviting participation
Inserting Turkish lexical items/phrases/sentences	Dealing with a problem Dealing with classroom discipline Exemplifying Making compliments Clarifying Claiming common ground Dealing with a lack of response Emphasizing Dealing with a procedural problem Personalizing Inviting participation Explaining Eliciting Checking for understanding
Other forms of switches ▪ *giving Turkish equivalences or making translations,* ▪ *using tag switches,* ▪ *using address terms,* ▪ *using 'do' construction,* ▪ *using quoting*	Clarifying Building understanding Inviting participation Dealing with a lack of response Asking for clarification Checking for understanding Maintaining group identity Using do construction Emphasizing

4.2.1 Using Discourse Markers

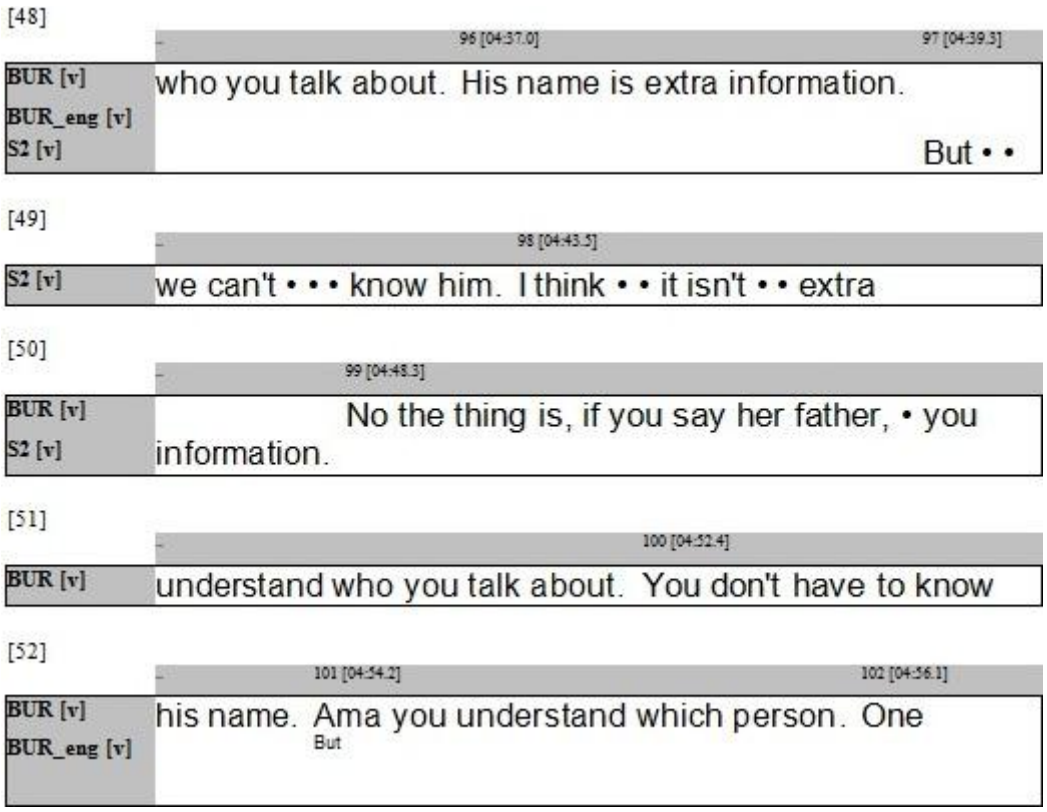
Discourse markers are frequently observed devices in speech that maintain the flow of conversations. They include a variety of items such as adverbs, lexical phrases, conjunctions, interjections. These markers are defined by Schiffrin (1987) as devices which work on a discourse level, which provide contextual co-ordinates for ongoing talk and sequentially dependent elements which bracket the units of talk. Schourup (1985) uses the term *discourse particles* which is a more neutral term in terms of their functions and grammatical classification. And there has been many attempts to study the discourse markers since they 'have an important place in communication and an extensive body of pragmatic and linguistic research deals with this functionally related group of expressions' (Yılmaz 2004, p.1).

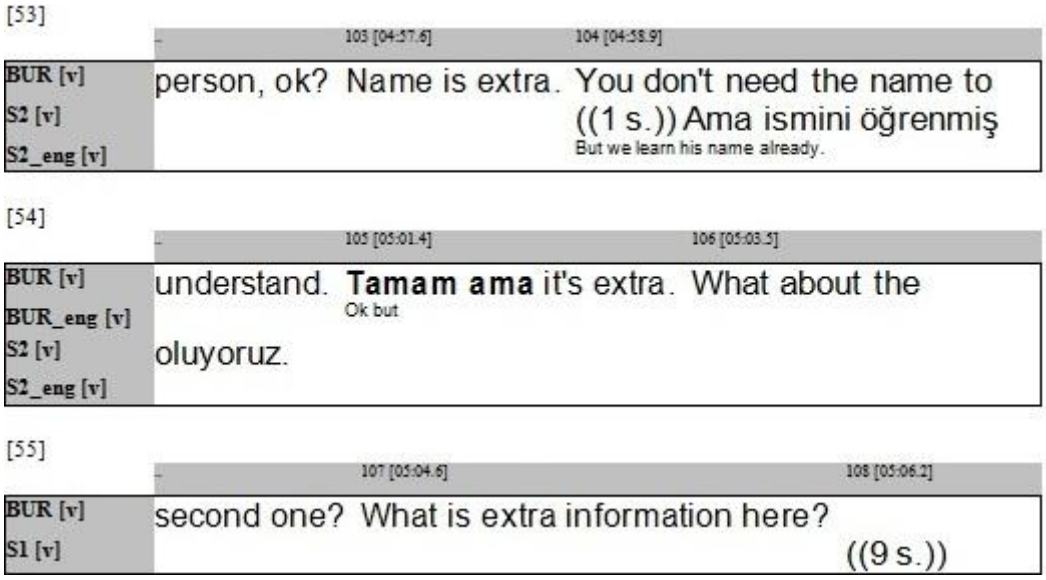
In this data, discourse markers are observed to be the most common forms of code-switching used by the teachers. These discourse markers are generally in Turkish and inserted in a flowing conversation by the teachers for various functions. The most frequent discourse markers used by the teachers in this study are *"yani"* (I mean), *"peki, hani"* (well), *"o zaman"* (then) and *"şimdi"* (now). When the literature of studies on discourse markers in Turkish are investigated, similar functions of discourse markers are observed in different constellations (Özbek, 1995; Yılmaz, 2004; Herkenrath, 2007; among others). Functions of code-switching in forms of discourse markers observed in this study include;

disagreeing, referring to shared knowledge, extending, evaluating, exemplifying, self-repair, clarifying, changing the topic, building understanding, managing the progression of talk, giving additional information, eliciting English translation, changing the direction of talk and *inviting participation* which will be exemplified below in detail.

4.2.1.1 Disagreeing

Excerpt 1: ***Tamam ama*** (Ok but)





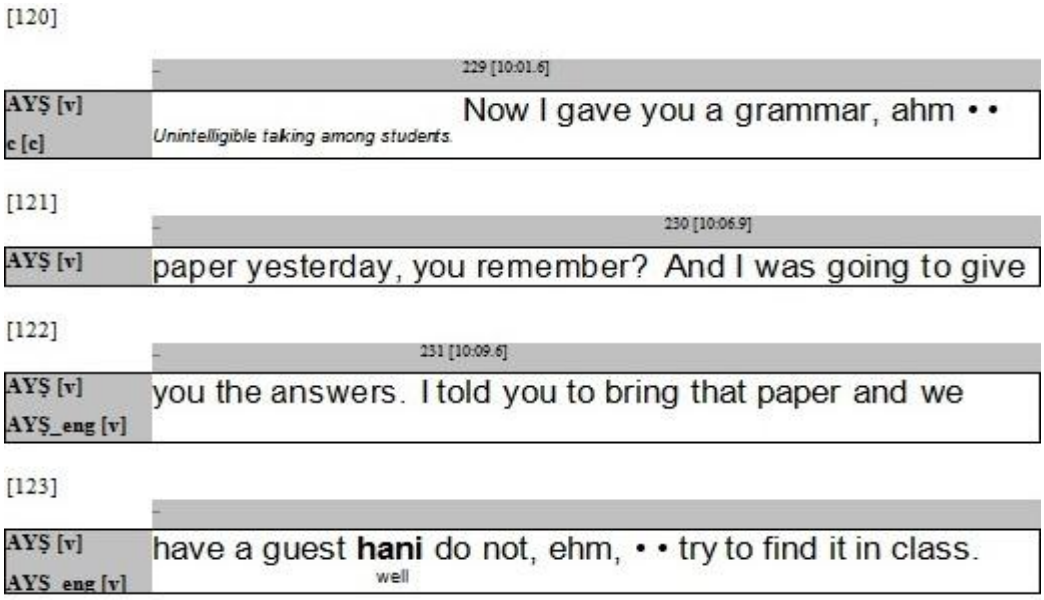
In excerpt 1, the teacher is explaining non-defining relative clauses with examples and they are studying a sentence where the name is given as extra information, that is, as a non-defining clause. A student objects that the name is not extra information by saying *"ama ismini öğrenmiş oluyoruz (but we learn his name already)"* in Turkish in utterance 104. The teacher signals his disagreement with this statement by using the Turkish disagreement discourse marker *'ama'* (but). Switching into Turkish at this point in utterance 105 serves both for attracting student's attention to her disagreement as well as for the coming explanation.

4.2.1.2 Referring to shared knowledge

In this study, referring to shared knowledge might be defined as the instances where the speaker provides additional explanation in order to make the students remember the previous utterance.

In excerpt 2, the teacher reminds the students about giving a grammar exercise completed before and states that they should have done with it before coming to class. She was telling them that she told them to bring the paper having done it at home since there would be a guest in the class. In utterance 231, she uses the Turkish discourse marker *hani* (well) to clarify the message which is *"do not try to find your paper in the class, remember to bring it"*. This use of *hani* serves for reminding something to the students based on her previous utterance. This finding is consistent with others that studied *hani* (Özbek 1995). In her study, she found two main functions of *hani*; topic raising and referring to shared knowledge. Topic raising function was not observed in instances of *hani* in this study, contrary to that of Özbek's (1995).

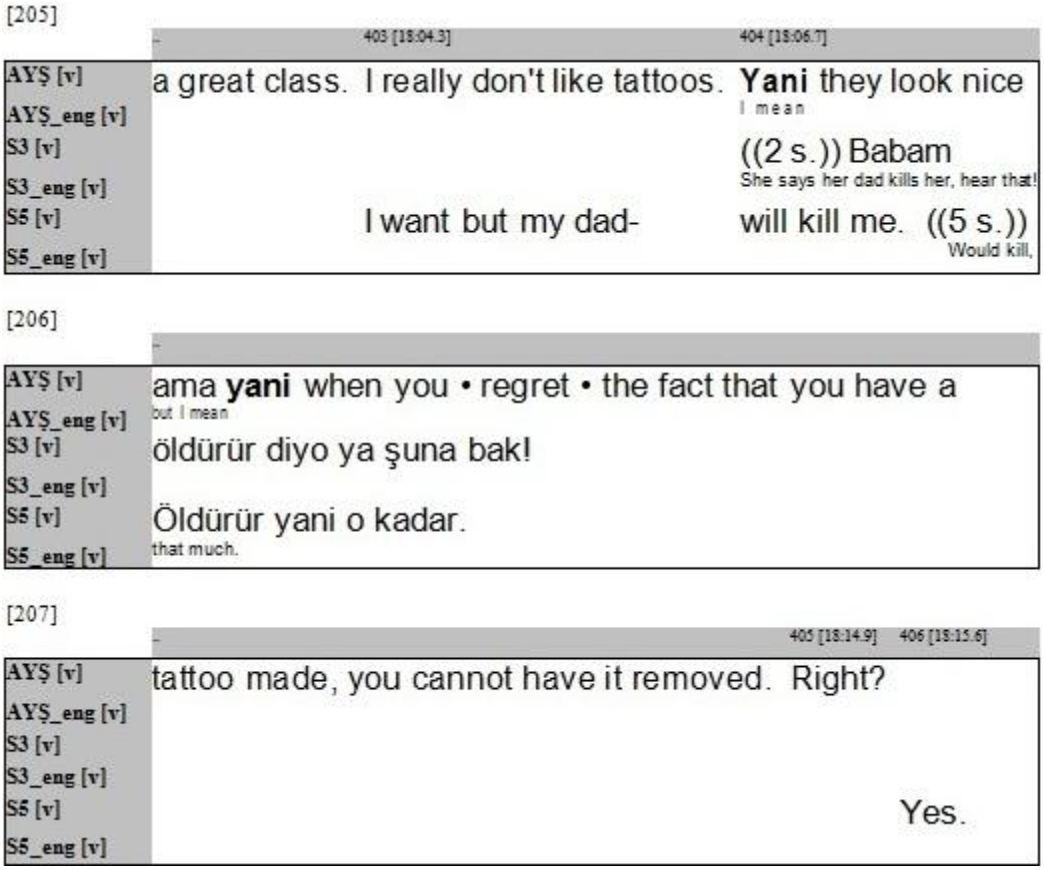
Excerpt 2: ***Hani*** (Well)



4.2.1.3 Extending

In this study, extending is defined as the instances where the speaker provides additional explanation to the previous utterance in order to clarify his or her message.

Excerpt 3: ***Yani*** (I mean)



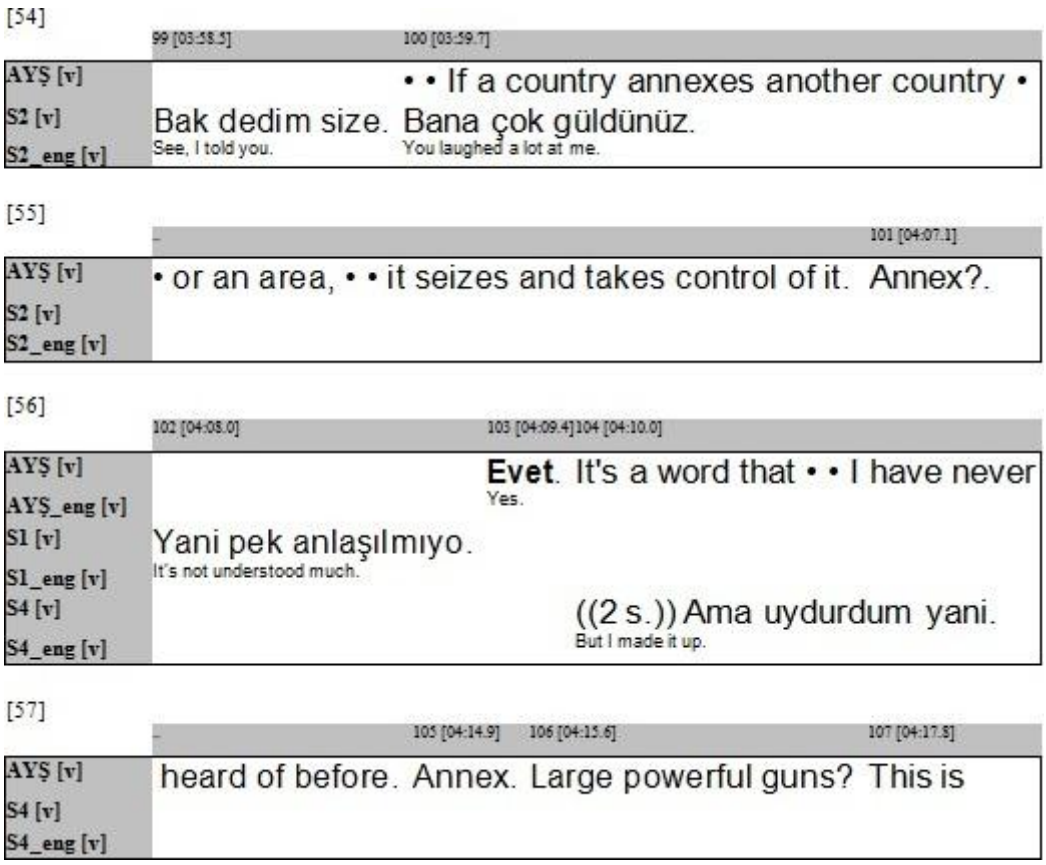
In excerpt 3, the teacher is using the Turkish discourse marker *yani* (I mean) twice to extend her utterances about why she doesn't like tattoos. Thus, using code-switching in forms of using discourse markers functions as a device to signal that an extension is coming. In other words, in this example, the function of

yani is connective and continuative as observed similarly by Yılmaz (2004). In utterance 404, after the utterance initial *yani*, the teacher starts extending her idea about why she doesn't like tattoos.

4.2.1.4 Evaluating

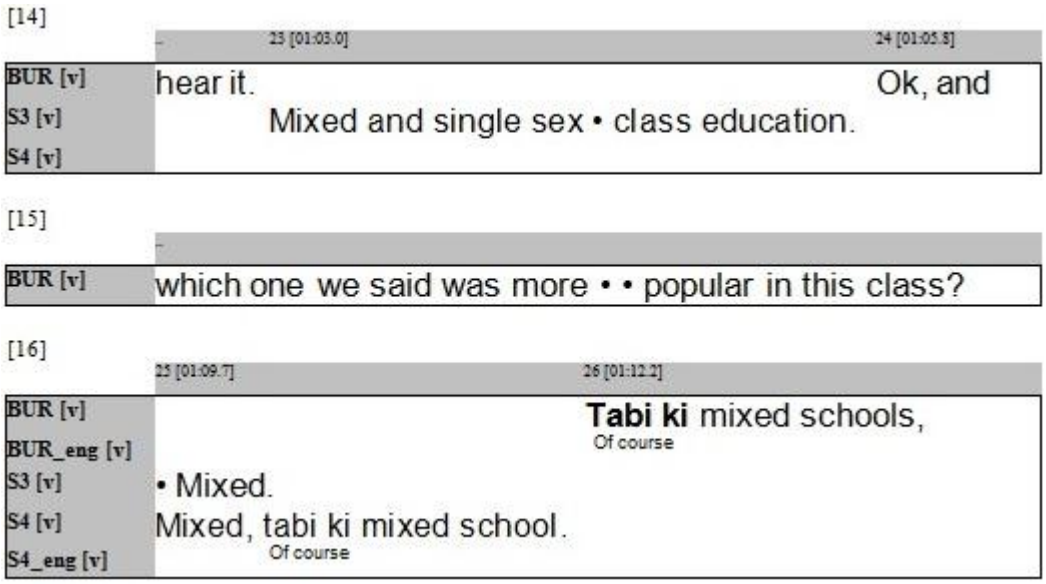
Evaluating function of code-switching is defined in this study as the instances where the teacher used Turkish discourse markers to give feedback to the students, thus, evaluating their speeches. For this purpose, *evet* and *tabi ki* are used to give confirmation to the students.

Excerpt 4: ***Evet*** (Yes)



In the example in excerpt 4, the teacher reads the meaning of the word *annex* from the book in utterance 100 and asks the meaning of the word to the students in utterance 101. One student says *"Yani pek anlaşılmıyo" (It's not understandable much).* The teacher responds to this comment using a discourse marker *evet* (yes) in the utterance 103 to evaluate the student's utterance by giving positive feedback and continues with further comments on the word. It is also notable that the teacher switches to Turkish after a Turkish comment from the student.

Excerpt 5: ***Tabi ki*** (Of course)

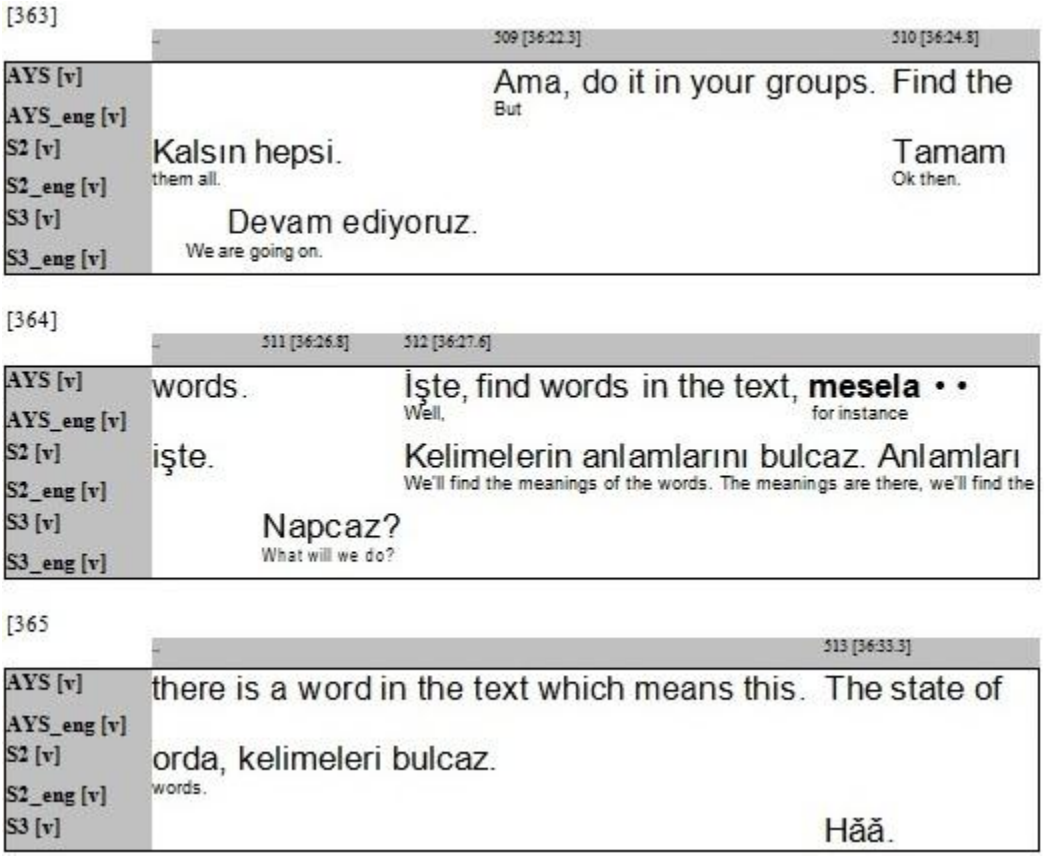


In excerpt 5, the same function is carried out with the Turkish discourse marker *tabi ki* (of course). While the students were talking about mixed classes and single sex classes, the teacher directs the question "Which one we said was more popular in this class?" and one student answers: "mixed tabi ki (of course)

mixed school". Upon hearing the answer, the teacher repeats the discourse marker in the utterance 26 to give positive feedback to the student; thus evaluating the previous utterance. This function of *tabi ki* is similar to the ones in Özbek's (1995) study in which *tabi ki* functions either as a *marker of agreement* or *marker of relevance*.

4.2.1.5 Exemplifying

Excerpt 6: ***Mesela*** (For instance)

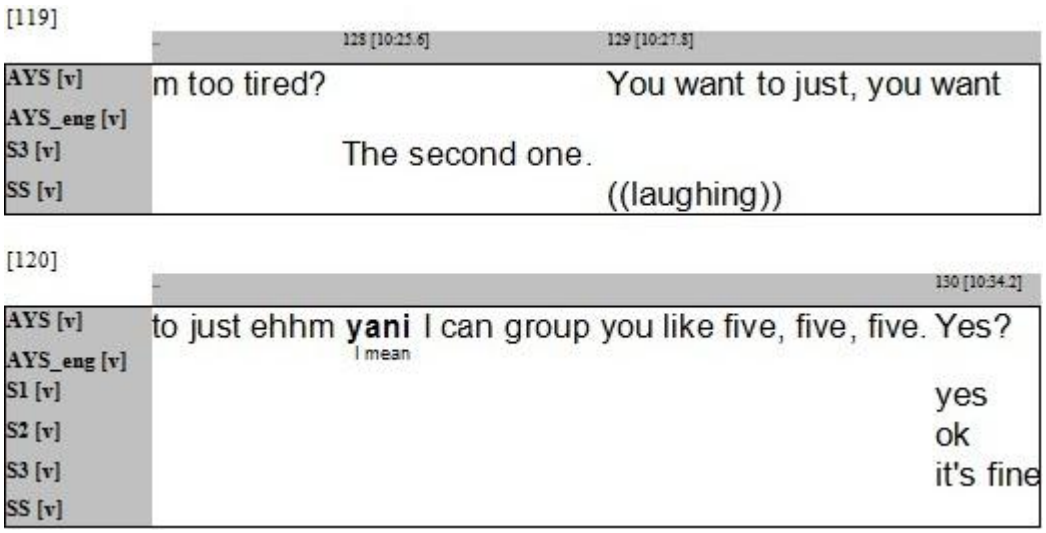


In excerpt 6, the teacher assigns a task of finding the words in the text that match the meanings given in the book. She first gives the instruction, but when one student asks *"Napcaz?" (What will we do?),* she realizes that she should either paraphrase her utterance or exemplify the point so as to ensure understanding. Therefore, she decides to repeat the instruction and gives an example after using a Turkish discourse marker *mesela* (for instance). It is a marker that signals a coming example. In the utterance 513, S3's utterance *"haa"* is a signal of confirmation of understanding as a response to the teacher's explanation.

4.2.1.6 Self-repair

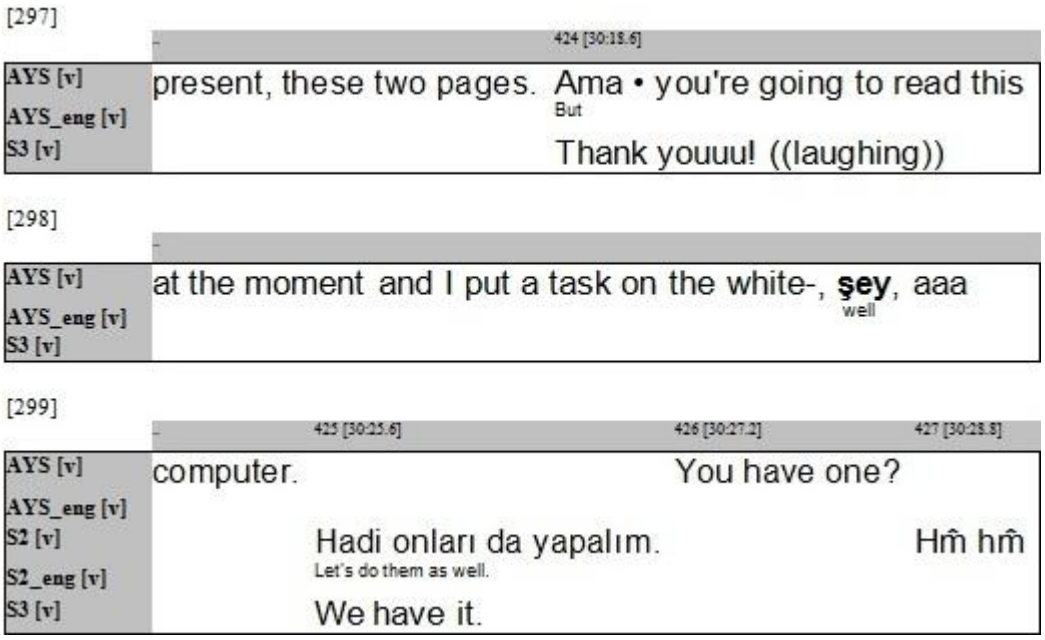
In this study, self-repair strategy is used in the instances where the teacher used a Turkish discourse marker to correct her incomplete speech following this discourse marker.

Excerpt 7: ***Yani*** (I mean)



In this example, the teacher wants to arrange the students into groups of five for an activity. However, while formulating her sentence, she realizes that she chose the wrong beginning for the sentence and corrects the sentence after inserting a Turkish discourse marker *yani* (I mean). A similar situation is observed in excerpt 8 where the teacher tells the students that she opened a file from the computer for the students to read. While she was about to say whiteboard, she realizes that it is actually the computer screen projected to the board, she uses the Turkish discourse marker *şey* (well) before correcting herself.

Excerpt 8: ***Şey*** (well)

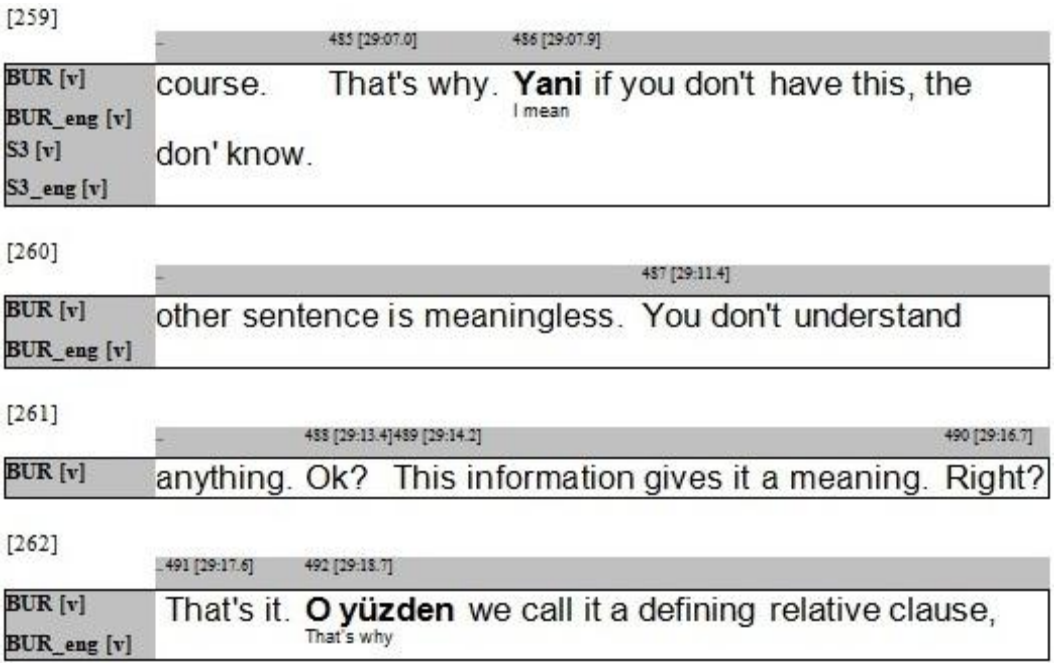


As seen in these two examples above, *yani* and *şey* basically mark the speaker's temporary mental effort of extracting the linguistic information from the memory which is consistent with Yılmaz's (2004) study. It is to be highlighted here that *şey* itself is not a repair form. The speaker is verbalizing the mental

processes when using *şey*. Signalling an ongoing planning action, the teacher (the speaker) is dealing with a problem in her speech using *şey* as a strategy to formulate or to remember an element, which is the *computer*, instead of the *white board*.

4.2.1.7 Clarifying

Excerpt 9: ***Yani*** (I mean) and ***O yüzden*** (That's why)

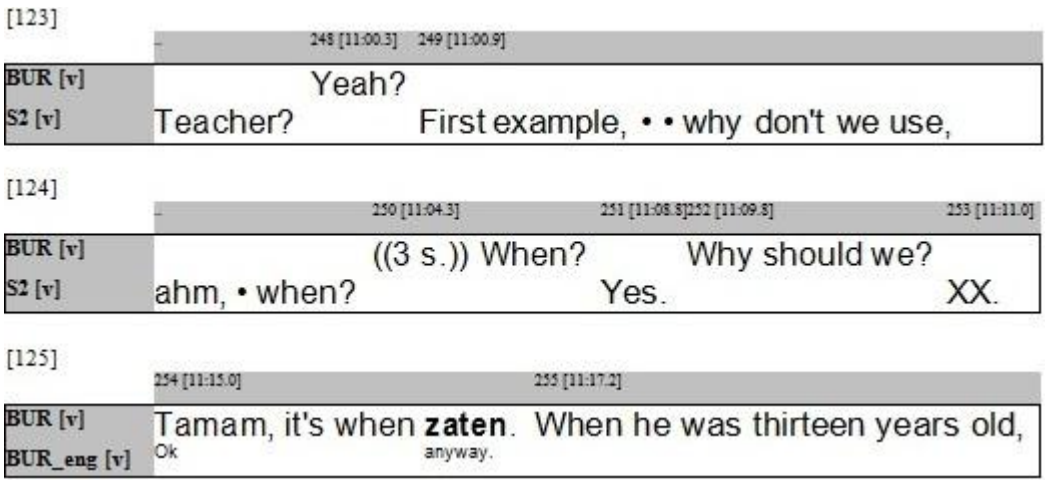


Clarifying occurs when the utterance of the teacher is not understood by the students. In excerpt 9, the teacher is explaining the topic defining relative clause to the students. However, the students do not seem to understand. First, the teacher uses the Turkish discourse marker *yani* (I mean) to attract their attention to the clarification of the issue ans says *"Yani (I mean) if you don't have this, the other*

sentence is meaningless". Yet, the students still do not understand, the teacher realizes this and begins giving additional clarifications in English until the utterance 429. She then uses another Turkish discourse marker, *o yüzden* (that's why) to clarify the reason why the sentence being studied is a relative clause. It is to be noted that "O yüzden" (that's why) is a form which connects speech actions. Comprising of a deixis, a symbolic element and the ablative case marker in Turkish, it integrates the previous utterance to the new utterance. Therefore, it is used as a marker that opens a clarifying speech action.

Similar to excerpt 9, in excerpt 10, the teacher uses the Turkish discourse marker *zaten* (anyway) to clarify the point the student does not understand. While responding to the question of a student about why they cannot use *'when'* while making a relative clause, the teacher responds *"Tamam (ok), it's when zaten (anway)"* to confirm the student's question.

Excerpt 10: ***Zaten*** (anyway)



4.2.1.8 Changing the Topic

The function of changing the topic is defined in this study as the instances where the teacher used a Turkish discourse marker to mark the ending of the utterance or topic and started introducing a new one.

In excerpt 11, the teacher directs the question "Any questions about the text?" to the students and sees no hand raised. Later, she uses the Turkish discourse marker *o zaman* (then) to close the topic of questions and changes the topic with another question "What are we going to read in the next hour?"

Similarly, in excerpt 12, upon rephrasing the student's sentence, the teacher uses the Turkish discourse marker *şimdi* (now) before changing the topic with the sentence "going back to five" to indicate that she is doing so. Similar uses of *o zaman* and *şimdi* are also observed in Özbek's (1995) and Boztepe's (2009) studies.

Excerpt 11: ***O zaman*** (Then)

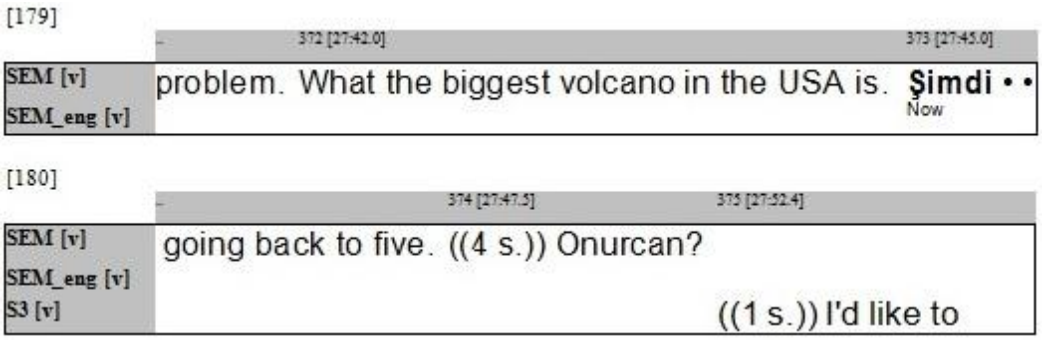
[61]

	113 [08:39.9]	114 [08:43.6]
BUR [v]	((1,5 s.)) Ok, any questions about the text?	**O zaman**,
BUR_eng [v]		Then,

[62]

	-	115 [08:46.6]
BUR [v]	what are we going to read in the next hour?	
BUR_eng [v]		
S3 [v]		Maria
S5 [v]		Maria-

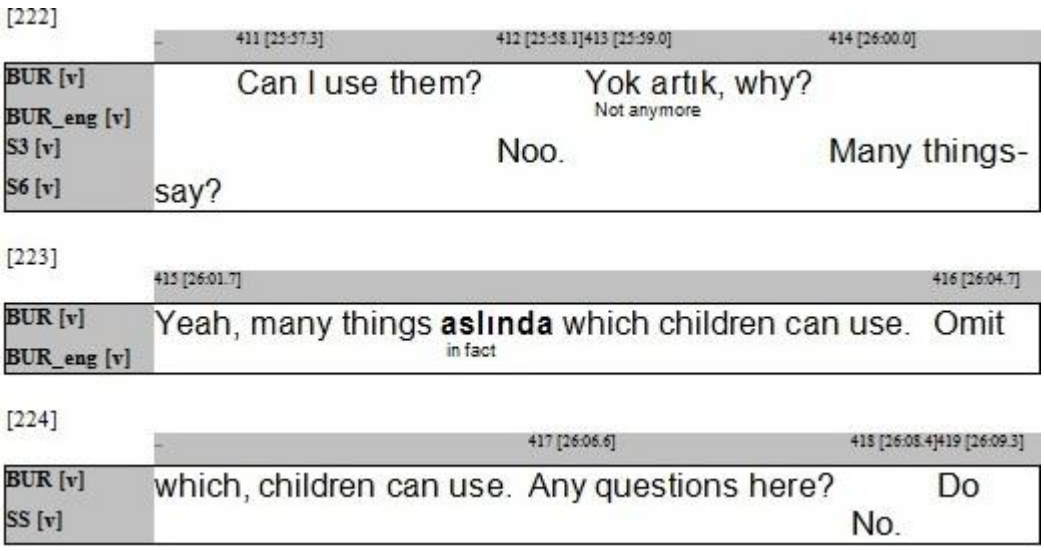
Excerpt 12: ***Şimdi*** (Now)



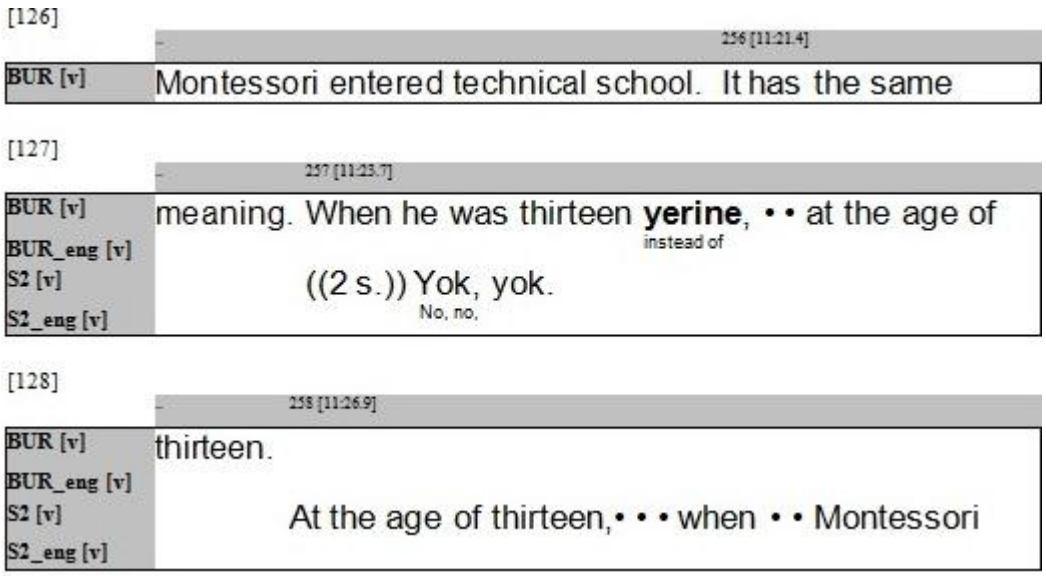
4.2.1.9 Building Understanding

In excerpt 13, the teacher is teaching the *redundant which clause* to the students where they can omit *which* with no change in the meaning of the sentence. In utterance 415, the teacher gives the original sentence without omitting by inserting the Turkish discourse marker *aslında* (in fact) to build the students' understanding of the topic.

Excerpt 13: ***Aslında*** (In fact)



Excerpt 14: ***Yerine*** (Instead of)

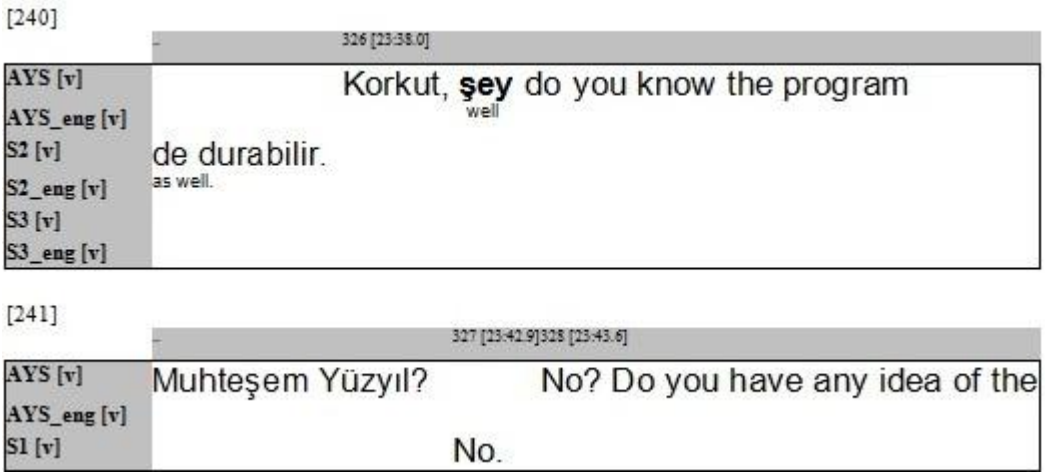


Similarly, in excerpt 14, the teacher is answering a student's question *"why can't we use when to make the relative clause?"* The teacher tells the student that they both have the same meaning and they use the phrase *at the age of thirteen* instead of *when he as thirteen* and explaining this in English by inserting a Turkish lexical item *yerine* (instead of) to her ongoing speech to emphasize the topic so that that could understand better.

4.2.1.10 Managing the Progression of Talk

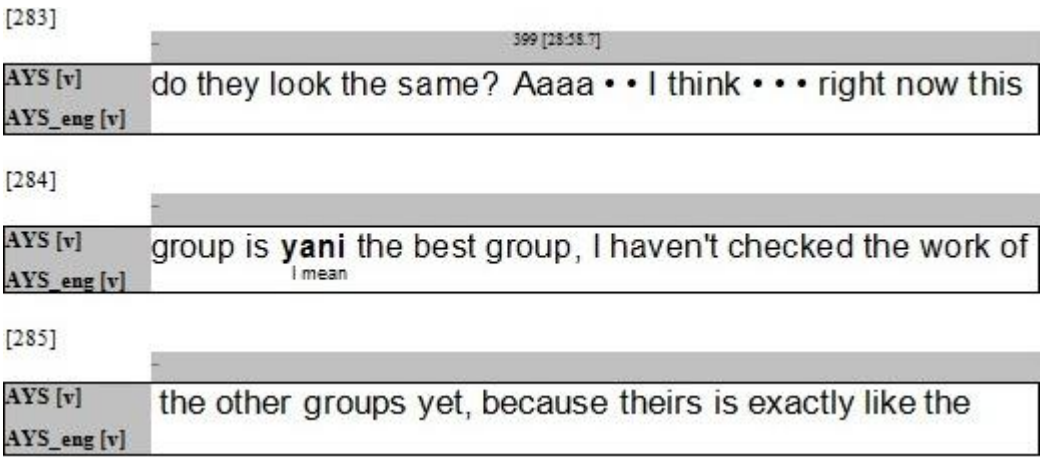
The function of managing the progression of talk is defined in this study with the instances where the teacher used Turkish discourse markers as a speech planning marker while trying to word her message.

Excerpt 15: ***Şey*** (Well)



In excerpt 15, the teacher asks a student if he knows the TV series Muhteşem Yüzyıl. After she utters the student's name, she uses the Turkish discourse marker *şey* (well) while trying to word her sentence and after that resumes the sentence with her actual question. In excerpt 16, similarly, the teacher inserts the Turkish discourse marker *yani* (I mean) at an ongoing sentence which functions as the strategy of managing the progression of her speech.

Excerpt 16: ***Yani*** (I mean)



4.2.1.11 Giving Additional Information

The function of giving additional information is seen when the teacher is adding information to what she previously said from another point of view. The fact that the addition is totally different from what has been uttered previously distinguishes this function from *extending*, the function of which might seem similar.

Excerpt 17: ***Bi(r) de*** (And also)

[368]

	515 [36:42.0]	516 [36:43.3]
AYS [v]	take control of it.	Maybe I put- • • • No, not
S3 [v]		Conquer!

[369]

	517 [36:49.8]
AYS [v]	conquer, something else.
S1 [v]	Ya ama burda diyo ya, pray
S1_eng [v]	But here it says so, what is pray?
S2 [v]	Yok başka
S2_eng [v]	No it's something else.
S3 [v]	Third one is conquer.

[370]

	518 [36:53.2]	519 [36:55.2]	520 [36:56.5]
AYS [v]	No.	Not conquer! **Bi de** do it in groups.	
AYS_eng [v]		And also	
S1 [v]	neydi?		
S1_eng [v]			
S2 [v]	bişeymiş.		
S2_eng [v]			
S3 [v]		Ok.	

[371]

	521 [36:59.7]	522 [37:02.0]
AYS [v]	Do not tell the word.	Don't say the word out loud.
S2 [v]		Conquer değilmiş.
S2_eng [v]		It's not conquer The teacher said so
S3 [v]		Neden değil?
S3_eng [v]		Why not?

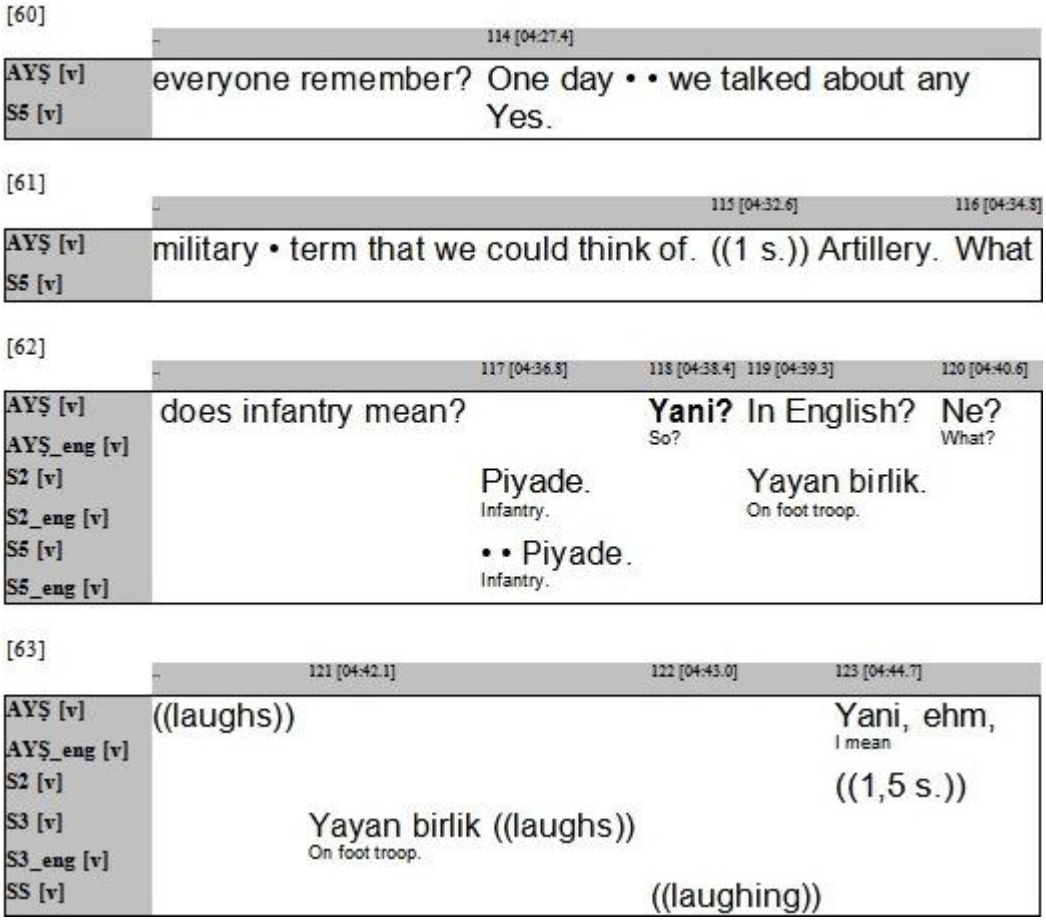
In excerpt 17, the teacher first gives a task to the students to match the definition of the words with their corresponding words. Later, in the utterance 520, she adds the Turkish discourse marker *bi de* (and also) and then says *"Do it in groups, do not tell the word, don't say the word aloud".*

4.2.1.12 Eliciting English Translation

Eliciting English Translation is basically defined in this data as the function in which the teacher uses a Turkish discourse marker in interrogative voice to ask the student to rephrase the word in English, as seen in excerpt 16.

In this example in excerpt 18, the teacher asks the question *"What does infantry mean?"* When a student answers the question in Turkish, the answer of which was expected to be in English, the teacher uses the Turkish discourse marker *yani* (so) to elicit the English translation. She does this by following the question *"In English?"* in the utterance 116. After this question to elicit the English translation, the students start to brainstorm the meaning of *infantry* in English by saying *soldiers on foot, soldiers that walk* or *walking soldiers.* Since what the teachers ask here is the English explanation of the word *infantry*, the students come up with different translations of the Turkish word *piyade*.

Excerpt 18: ***Yani*** (So)

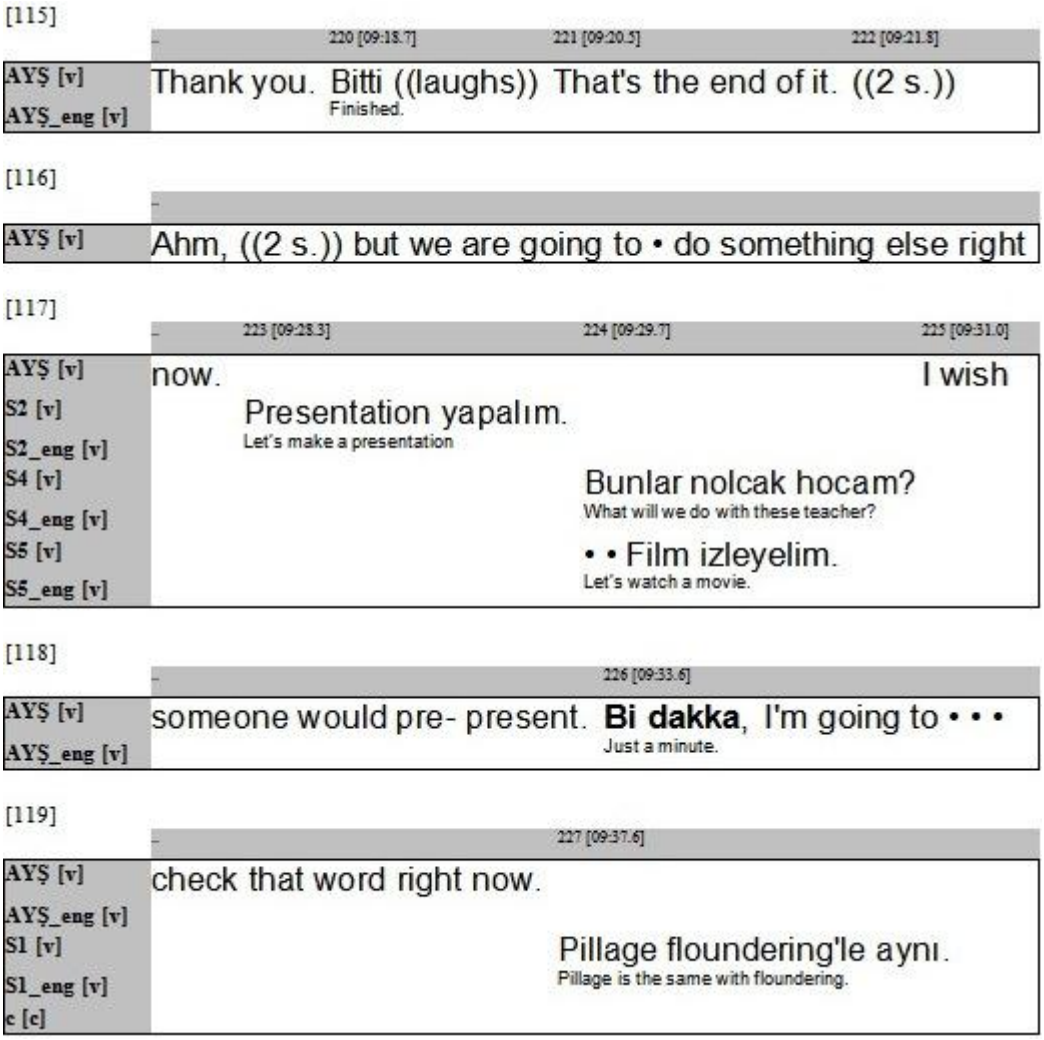


4.2.1.13 Changing the Direction of Talk

The function of changing the direction of talk is basically shifting a frame in speech caused by an instant remembrance while talking about something else. In this sense, it is different from the function of changing the topic, where the speaker shifts totally from one frame to another after having finished the previous utterance. However, as seen in excerpt 19, the teacher remembers something suddenly and says *"Bi dakka (Hang on), I'm going to check that word right now"*;

thus, changes the direction of her speech to checking the meaning of a word which she said she would do in a previous point in the lesson.

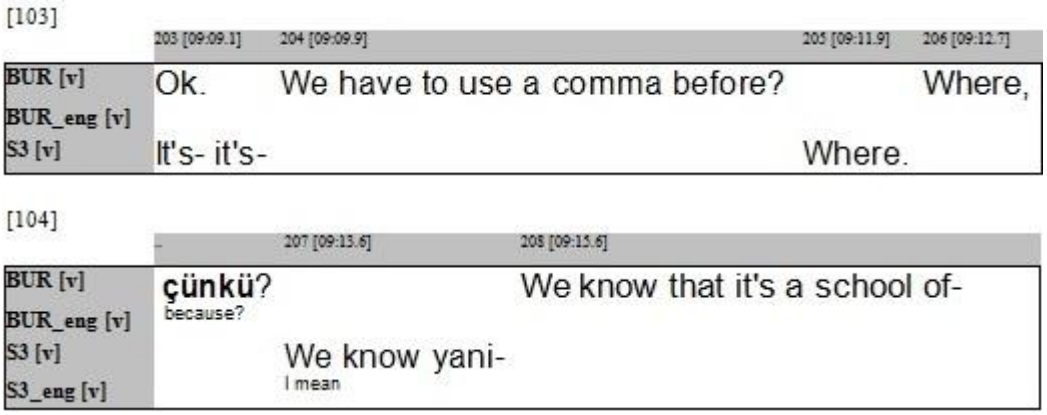
Excerpt 19: **Bi dakka** (Hang on)



4.2.1.14 Inviting Participation

The function of inviting participation is defined as the teacher's using a Turkish discourse marker in an interrogative tone to expect an answer from the students as exemplified in excerpt 20.

Exceprt 20: ***Çünkü*** (Because)



In this example in excerpt 20, the teacher asks the question *"We have to use a comma before?"* while they were studying a sentence on relative clauses. A student answers the question by saying *where* in utterance 205, indicating that the comma should be put before the relative pronoun *where*. The teacher confirms this by repeating the answer of the student in utterance 206. She then uses the Turkish discourse marker *çünkü* (because) in an interrogative way with a rising intonation showing an expectation for the student to participate in the conversation. She uses *çünkü* to ask the student to give more information on why she gave the answer *where*. The student perceiving the message correctly starts giving an explanation.

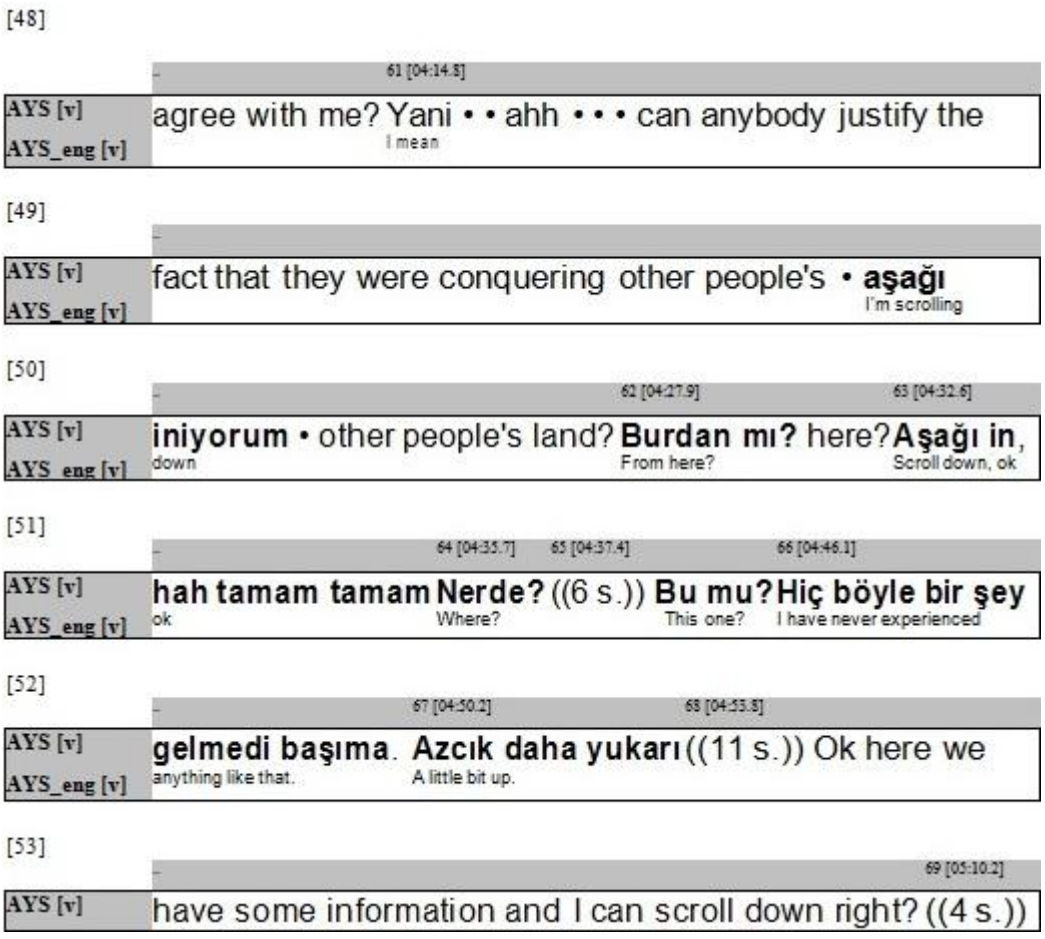
4.2.2. Inserting Turkish Lexical Items/Phrases/Sentences

In the data, the code-switched utterances were sometimes observed to be in the form of inserting Turkish items, phrases or sentences into the ongoing speech. These uses of forms show consistency with what Backus (1999) calls *lexical chunks* or *code-switched chunks*. He defines chunks broadly as "any conventional unit that is no longer a single unit" (p. 94). Therefore, any switches in the form of inserting more than a word are defined as chunking and were considered as insertion of lexical items. However, longer utterances that are beyond chunking are also categorized under this section. Although Poplack (1980) differentiates these types of switches as *inter-sentential* and *intra-sentential* switches, that distinction has not been used in classifying the types of switches because such switches do not show consistency in the data. In the data, the functions of teachers' use of code-switching in forms of inserting Turkish lexical items, phrases or sentences include; *dealing with a problem, dealing with classroom discipline, exemplifying, making compliments, clarifying, claiming common ground,* and *dealing with a lack of response, emphasizing, dealing with a procedural problem, personalizing, inviting participation, explaining, eliciting, checking for understanding.*

4.2.2.1 Dealing with a Problem

The function of dealing with a problem is defined as any instances where the teacher encountered an unexpected situation in the classroom which is not related to the content of the lesson.

Excerpt 21: ***Aşağı iniyorum*** (I'm scrolling down)



In excerpt 21, the teacher is reading some information from the internet about the Ottoman Empire and its conquering other people's lands. Then suddenly, she encounters an unexpected problem with the computer and she doesn't know

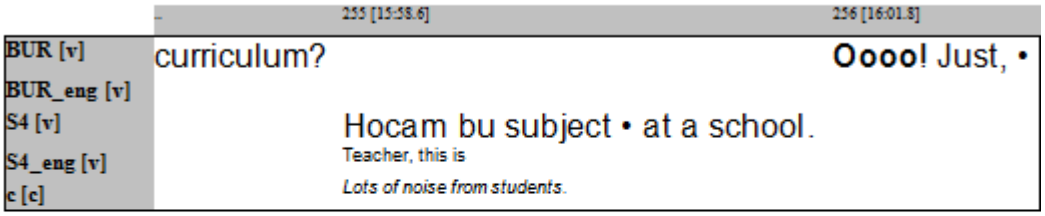
what to do. So, towards the end of utterance 61, she says *"aşağı iniyorum (I'm scrolling down)"* and tries to continue her speech at the same time. When it still doesn't work, she switches to Turkish again saying *"Buradan mı? (From here?)"* followed by the English translation. A student comes to help and she goes on explaining in Turkish that she has never experienced something like that before. To give command to the student to deal with this problem, she uses Turkish again saying *"Azıcık daha yukarı (a little bit up)"* and when the problem is solved, she continues her speech in English. It is inferred from this example that the teacher prefers to use Turkish in the classroom in instances where real communication is taking place whereas she prefers English in instances related with classroom content.

4.2.2.2 Dealing with Classroom Discipline

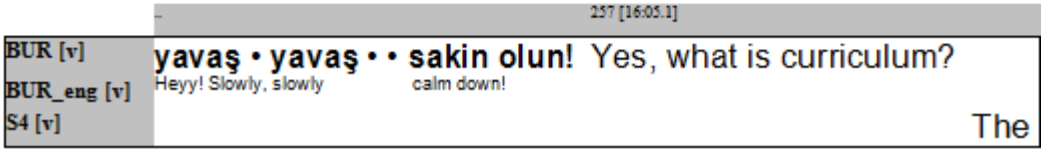
In excerpt 22, there is suddenly a lot of noise from the students caused by too many students' trying to talk at the same time while they are answering the question *"What is curriculum?"*. The teacher first gives the Turkish exclamation *"Oooo! (Heyy!)"* followed by *"just"* and continues with *"yavaş yavaş, sakin olun (slowly, slowly, calm down)"* to warn the students. Later, she goes on her speech with the same question in English. Thus, Turkish lexical items are used to maintain the classroom discipline. Similar to the previous example, it is possible to state that the teacher has the tendency to switch to Turkish when there is a need to geniuenly interact with the students.

Excerpt 22: ***Sakin olun!*** (Calm down)

[146]



[147]



4.2.2.3 Exemplifying

In excerpt 23, the teacher is asking the students what a *"dog-eat-dog"* situation means but the students cannot answer. She tries to explain it in a different way saying *"When people get ill and they want to get better, they eat ice cream",* intending to explain the dog-eat-dog situation with the Turkish proverb *"çivi çiviyi söker (diamond cut diamond)"*. When the English explanation does not work, she switches to Turkish in utterance 83 after "Yeah, kind of"; thus, making an intra-sentential switch to give an example. It might be inferred that this switch is done intentionally to ensure understanding on the part of the students.

Excerpt 23: ***Çivi çiviyi söker*** (Diamond cut diamond)

[45]

	73 [03:41.4]	74 [03:45.9]
BUR [v]	understand it? ((3 s.)) Dog eat dog.	
S2 [v]	XX gibi bişey mi?	
S2_eng [v]	Something like XX?	
c [c]		*Unintelligable talking among students.*

[46]

	75 [03:50.5]	76 [03:52.5]	77 [03:56.7]
BUR [v]	What is it?		For example, when some-
S2 [v]			Köpek gibi birbirlerini
S2_eng [v]			Is it like, they fought like dogs ?
c [c]		*Unintelligable talking among students.*	

[47]

	78 [04:00.4]	79 [04:02.5]
BUR [v]		Not really. When something is difficult to do,
S2 [v]	yediler • • mi?	
S2_eng [v]		

[48]

BUR [v]	• right, • you do something more difficult • • • and it gets

[49]

	80 [04:09.0]	81 [04:13.6]
BUR [v]	better.	Mesela, when people
BUR_eng [v]		For instance,
S2 [v]	((4 s.)) Nasıl şimdi, mesela-	
S2_eng [v]	How is that, for instance-	

[50]

	82 [04:16.4]
BUR [v]	get ill, • ok? Aaand, • • they want to get better, • but they
BUR_eng [v]	

[51]

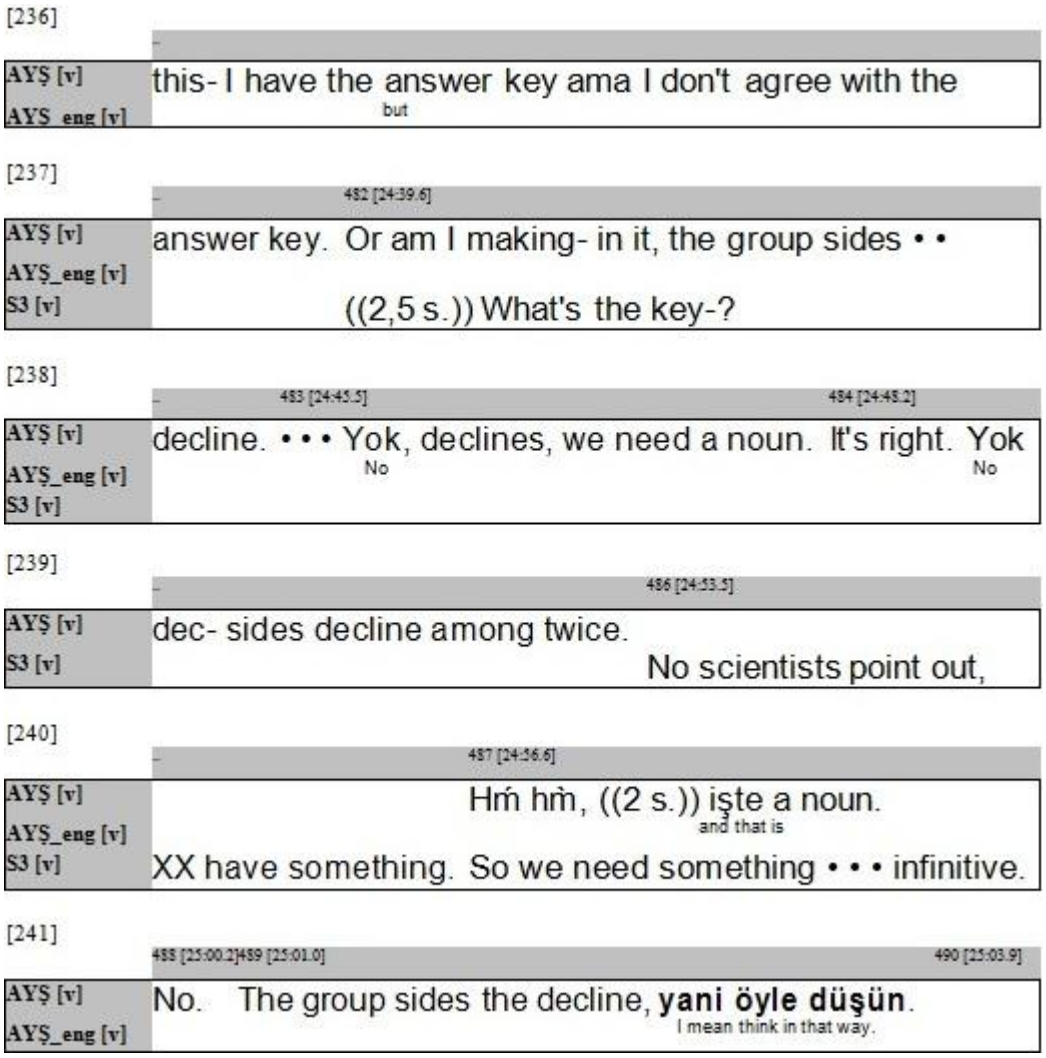
BUR [v]	eat ice cream 'cause people say if you eat ice cream, •

[52]

	83 [04:23.6]
BUR [v]	you'll feel better. ((1 s.)) Yeah, kind of, • **çivi çiviyi söker**, •
BUR_eng [v]	Diamond cut diamond-

4.2.2.4 Clarifying

Excerpt 25: ***Yani öyle düşün*** (I mean think in that way)



In excerpt 25, the teacher and the students are studying the grammar worksheet. They cannot decide whether one question is wrong or right and the teacher states that she doubts the answer given in the answer key. They then start to brainstorm whether to use a noun or not. In the utterance 483, when the teacher says *"we need a noun"*, a student disagrees and states that they need to have an

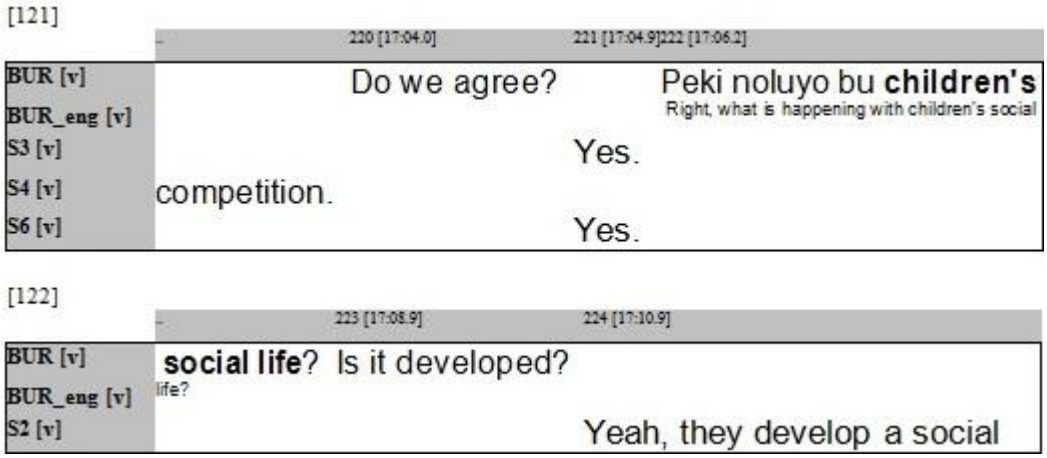
infinitive. Later, the teacher reads the sentence and then adds *"yani öyle düşün (I mean think in that way)"* by code-switching into Turkish. This functions as clarifying what she means to say and making the student understand further. It's a switch combined with the discourse marker *yani* which functions as clarification.

4.2.2.5 Claiming Common Ground

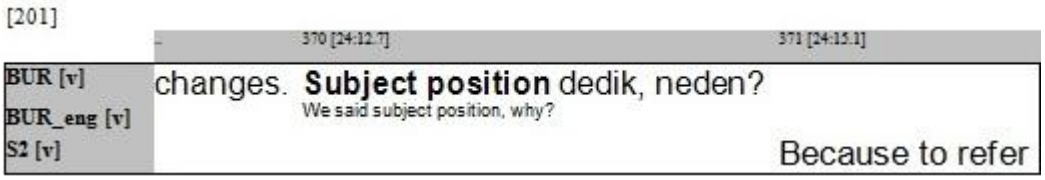
The function of claiming common ground is defined in this study as the instances where the speaker switches to mark mutually shared knowledge or history with the participants. In this case in the data, the teacher used the common ground knowledge to refer to previously mentioned taught material or topic throughout the lesson.

In excerpt 26, the teacher and the students are discussing the reading passage they have read and the teacher is asking questions to the students about it. In utterance 221, the teacher asks the question *"Noluyo bu children's social life? (What is happening with these children's social life?)"* referring to *the children* they have read about in a reading text before. Previously, they have read a reading passage about Maria Montessori; a famous educationalist. In the text, they read the information that the approach Maria uses in her teaching develops children's social lives as well as their pedagogical skills. In that sense, she knows that the students know who these *children* are, as it was mentioned before. Therefore, this switch functions sharing the mutual knowledge with the students.

Excerpt 26: ***Children's social life***



Excerpt 27: ***Subject position***

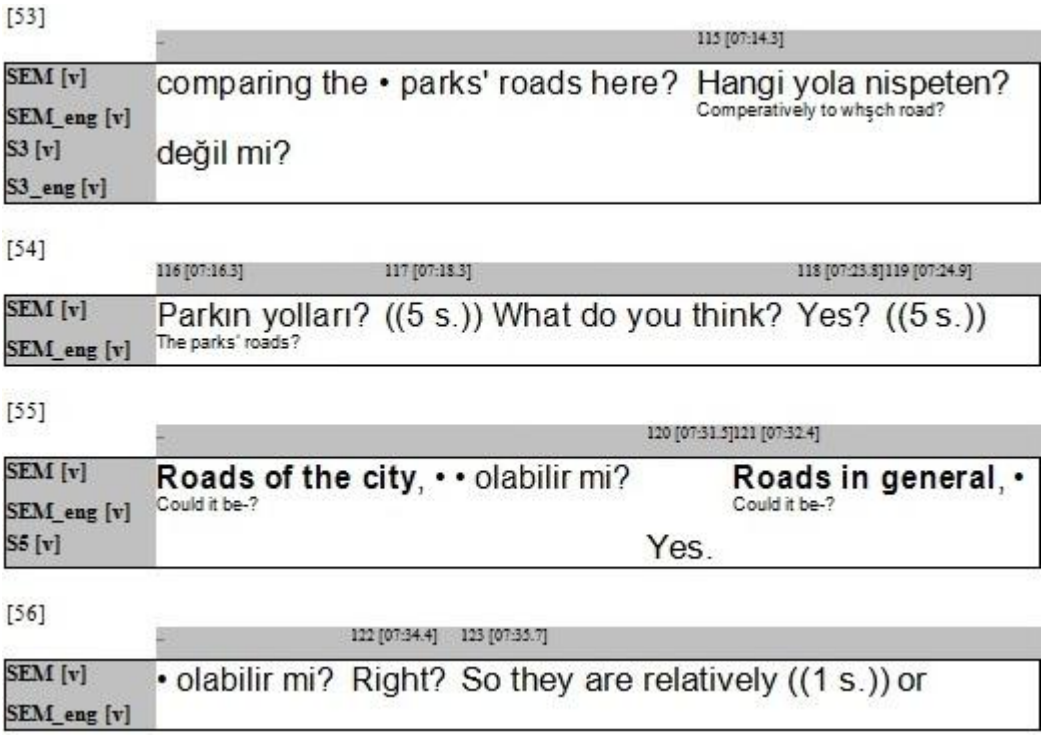


Similar to the previous example, the teacher is asking the question *"Subject position dedik neden? (We said subject position why?)"* by claiming that the students already know what subject position is since they have studied it a few minutes ago. In the previous phases of the lesson, the teacher was giving the information that the relative clause in the sentence was in subject position. Therefore, the students are familiar with the term *subject position* in this example. By taking advantage of this shared knowledge that the students already have about the concept *subject position*, the teacher is referring to it.

4.2.2.6 Dealing with a Lack of Response

The function of dealing with a response usually occurs when the teacher cannot get the answer she is looking for.

Excerpt 28: ***Roads of the city***



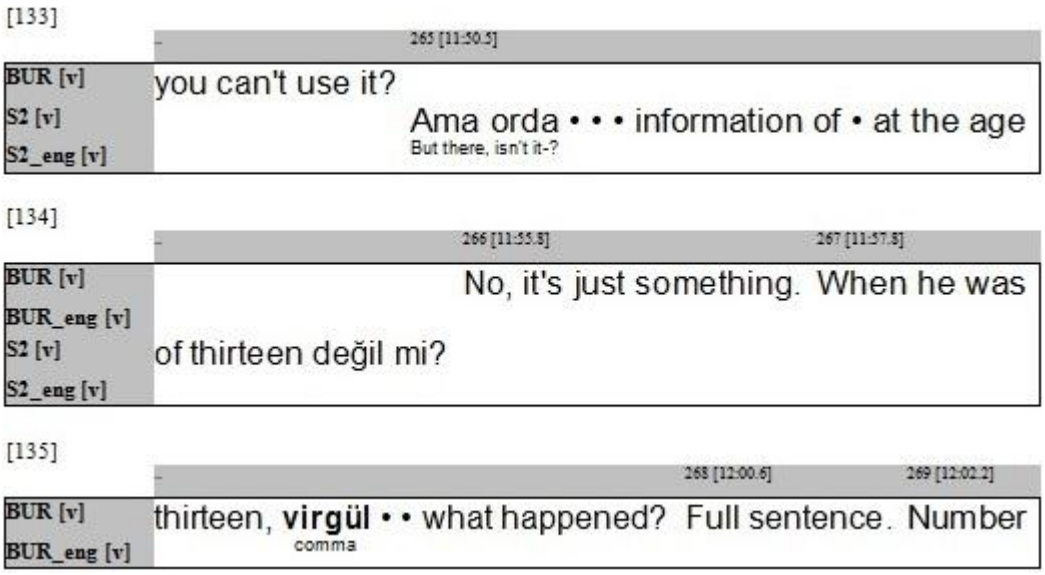
In excerpt 28, the teacher asks the question *"Hangi yola nispeten, parkın yolları? (Comparatively to which road, the park's road?)"* to the students first in Turkish but no reply comes in five seconds. Then she prompts the students with the question "What do you think?" to which she cannot also get a reply for another five seconds. Later, she formulates another question *"Roads of the city olabilir mi? (Could it be the roads of the city?)"* and *"Roads in general olabilir mi? (Could it be roads in general?)* forming one part in Turkish and one part in

English. With this switch, the teacher is dealing with the lack of response from the students by giving the answers to them and trying to elicit the correct answer in that way.

4.2.2.7 Emphasizing

In this example in excerpt 29, a student cannot understand the non-defining relative clause and questions the necessity of the information separated by a comma. The teacher reads the sentence once more, emphasizing the point between the commas and translating the word *comma* into Turkish to highlight the point that the comma makes the information an extra one.

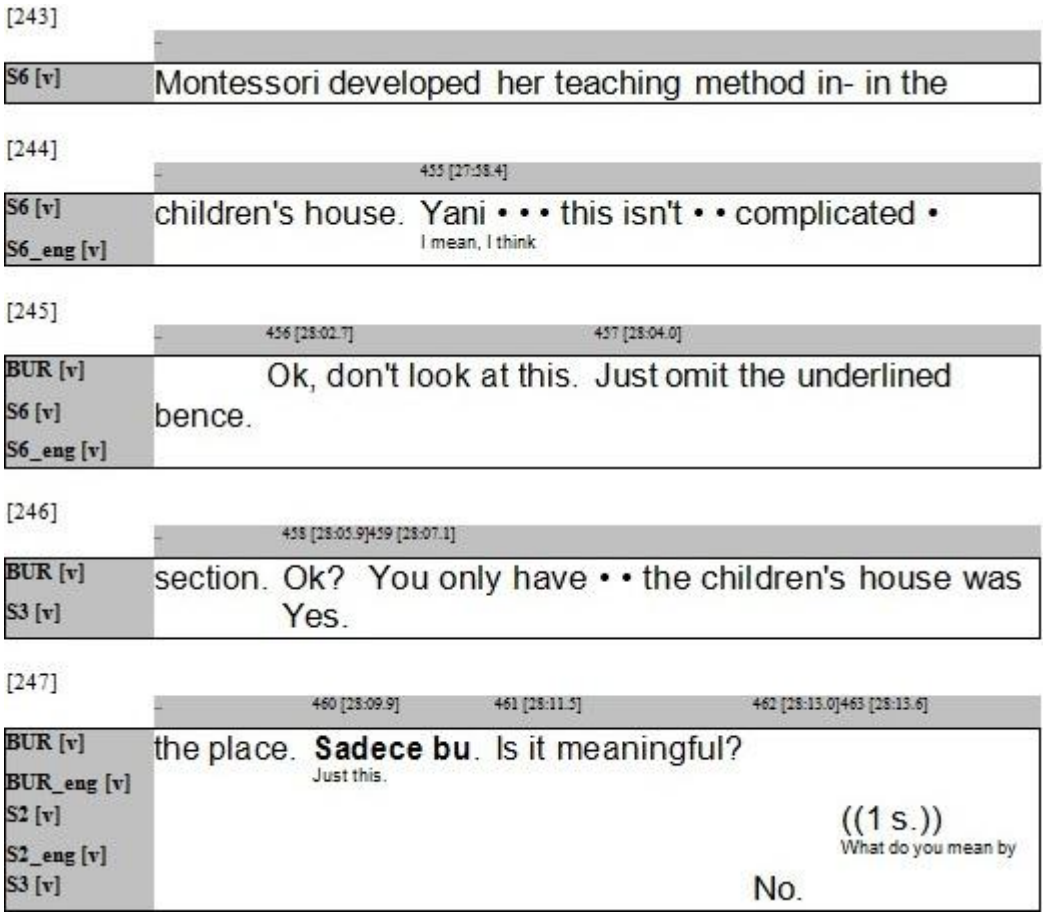
Excerpt 29: ***Virgül*** (Comma)



In excerpt 30, the teacher is explaining why a sentence is meaningless without the presence of a defining relative clause. The students do not understand

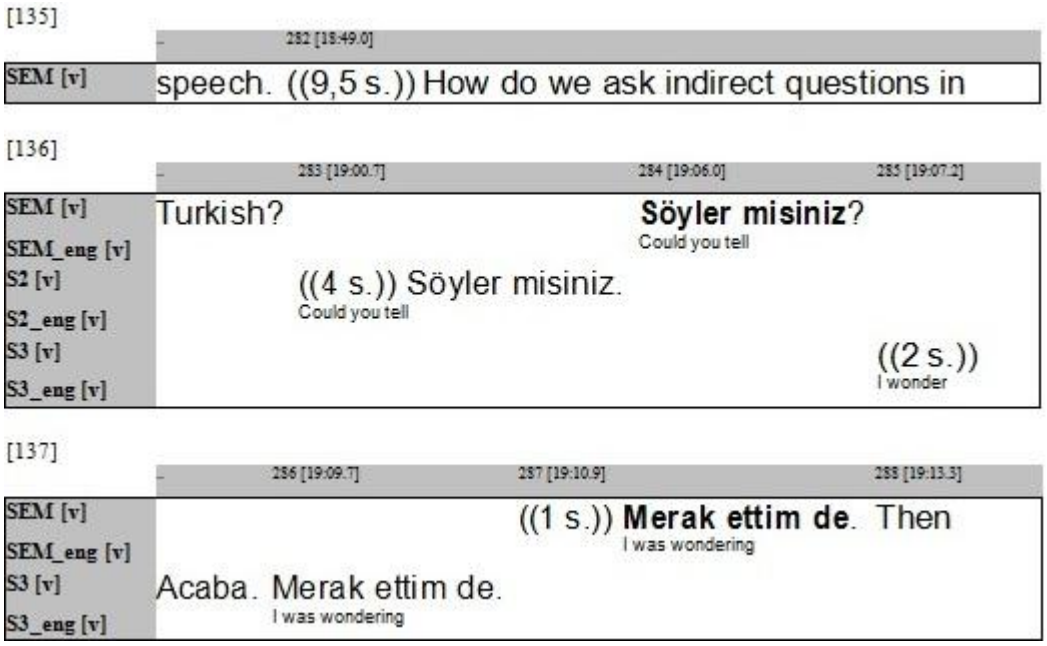
this and the teacher emphasizes the fact that without the presence of the relative clause that comes after the phrase “The children’s house was the place”, it is not a meaningful sentence. She code-switches to Turkish by saying *“Sadece bu (only this)”* to emphasize the relative clause.

Excerpt 30: ***Sadece bu*** (Only this)



In excerpt 31, the teacher asks how they can ask indirect questions in Turkish to clarify the topic. A student responds in Turkish and in utterance 284, the teacher repeats the utterance to highlight the answer. She does this once again in utterance 287, upon getting an answer in Turkish from another student.

Excerpt 31: ***Söyler misiniz? Merak ettim de*** (Could you tell? I was wondering)

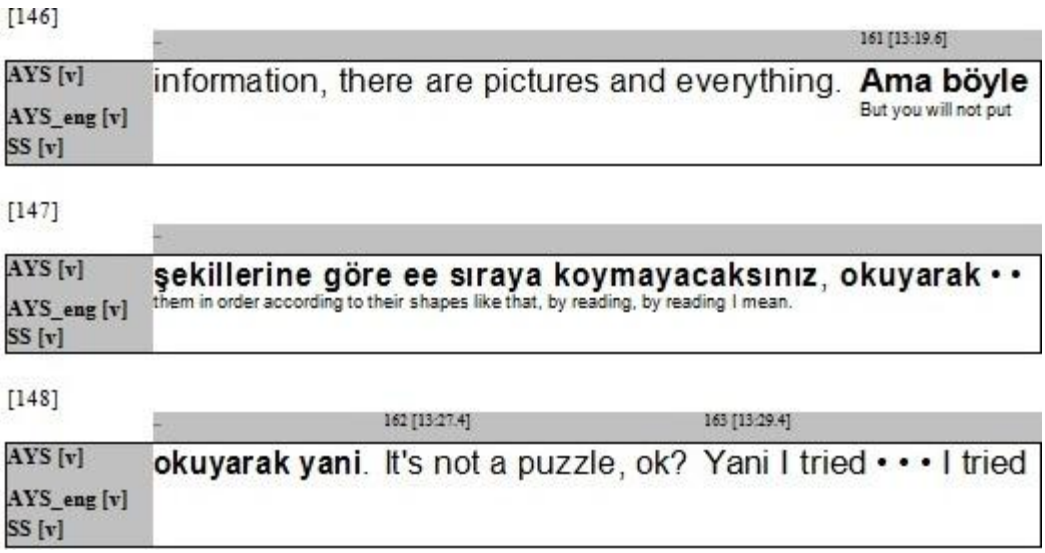


4.2.2.8 Dealing with a Procedural Problem

In excerpt 32, the teacher assigns an in-class task to the students and distributes each group a pile of randomly cut papers which, as a whole, make up the text they will be studying later on. The students, however, are trying to match the pieces by combining the edges like a puzzle. Seeing this, the teacher switches into Turkish and says *"Ama böyle şekillerine göre sıraya koymayacaksınız, okuyarak, okuyarak yani (But you will not put them in order according to their shapes like this; by reading, by reading I mean)"*. The aim of this switch is to inform the students that they are doing it in a wrong way and that they need to read the sentences and match according to the coherence of the ideas. While telling this to the students, she uses totally Turkish. The teacher makes this switch since the

students are having a problem with the procedure of the task they are assigned. Therefore, she is using code-switching to deal with this procedural problem. This finding is similar to that of Üstünel (2004) where teachers also preferred to switch to Turkish in such instances where the task was being processed in a wrong way by the students.

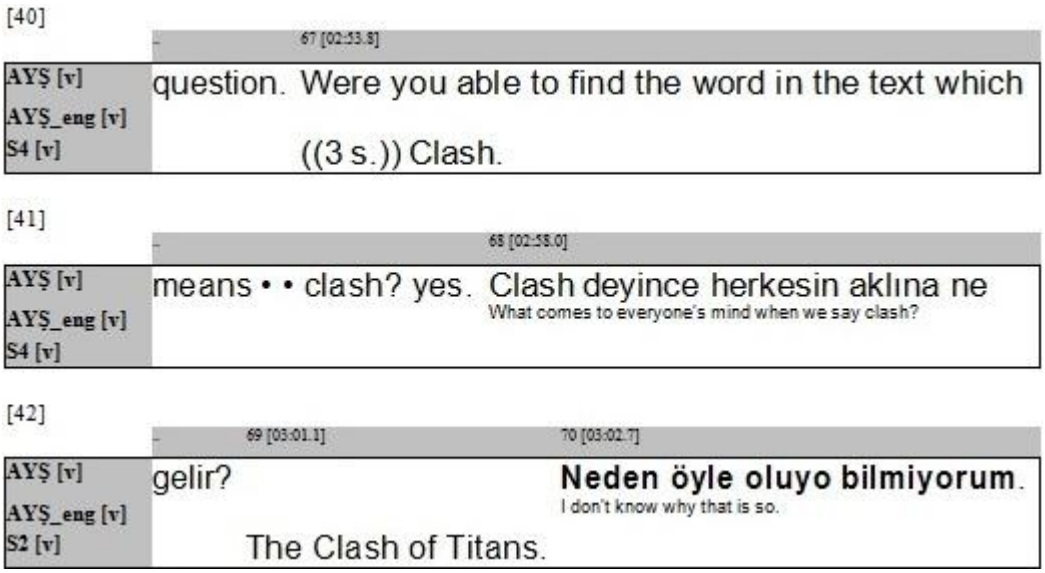
Excerpt 32: ***Okuyarak, okuyarak*** (By reading, by reading)



4.2.2.9 Personalizing

Personalizing as a function of code-switching is defined as "marking off any personal feelings or thoughts in which the speaker has a greater degree of emotional involvement than those in preceding and succeeding utterances" (Boztepe, 2009, p. 184).

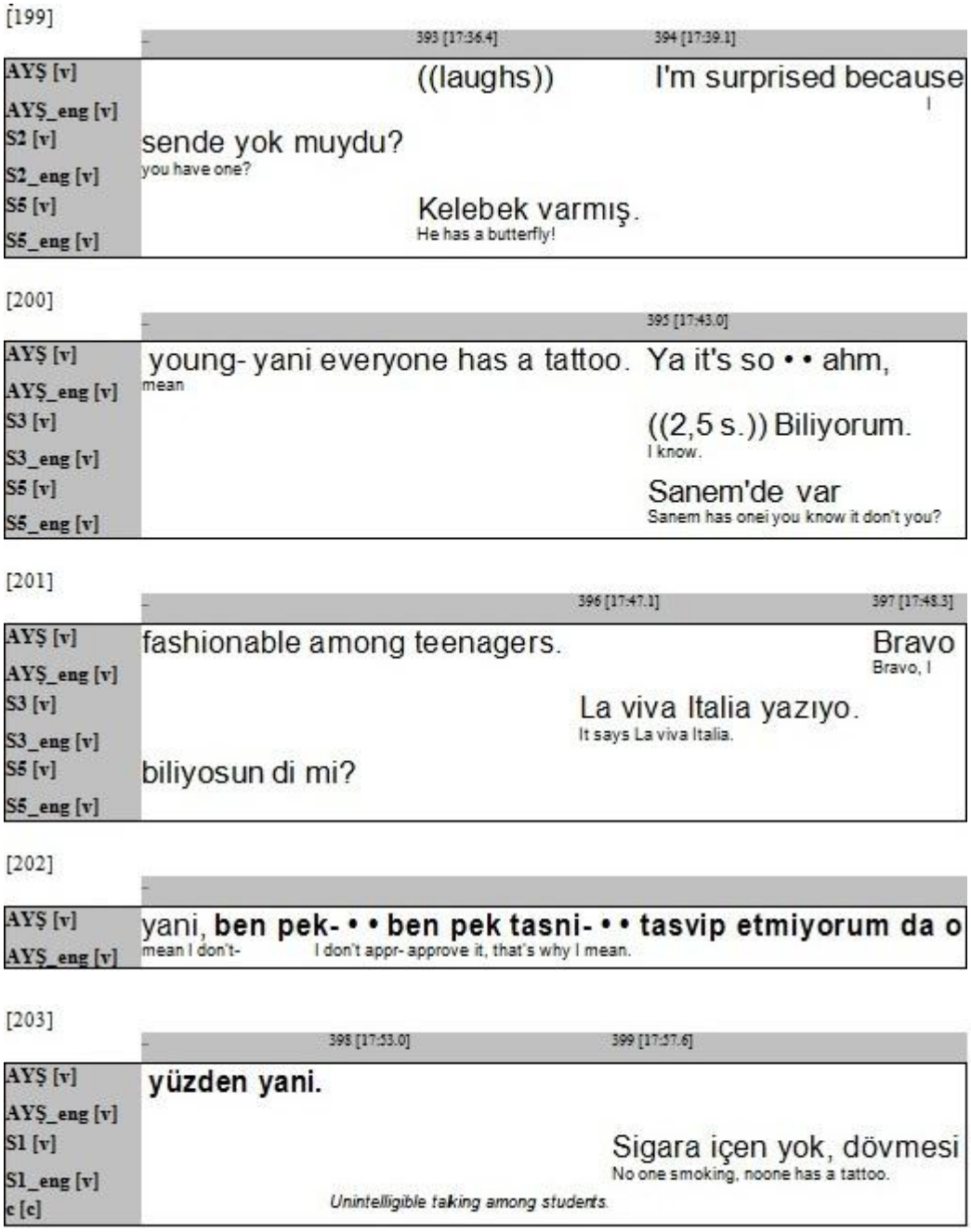
Excerpt 33: ***Neden öyle oluyo bilmiyorum*** (I don't why that is so)



In this example in excerpt 33, the teacher and the students are discussing the meaning of the word *clash*. To illustrate the meaning, the teacher asks the students what comes to their minds when they see the word *clash*, expecting the answer; *The Clash of Titans*, which is a famous movie. Following that, she personalizes the fact that everyone instantly thinks about that movie upon seeing the word clash and says *"Neden öyle oluyo bilmiyorum (I don't know why that is so)".* In formulating the switched utterance, the teacher uses the suffix *–(u)m* which is the first person singular marker in Turkish. Therefore, she is expressing her own ideas with a more subjective utterance.

A similar situation is observed in excerpt 33 where the teacher expresses her opinion by saying that she doesn't approve having tattoos when the students respond the question *"Do you have tattoos?"* in a negative way.

Excerpt 34: ***Ben pek tasvip etmiyorum*** (I don't approve it)



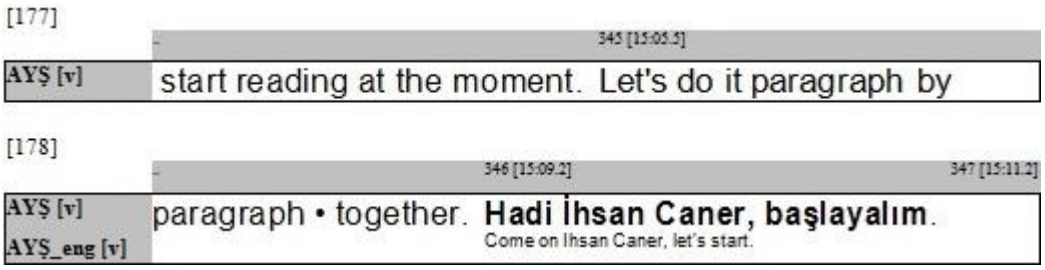
In this example, the teacher states that she is surprised because no one in the classroom has a tattoo. Then in the utterance 397, she goes on with her

comment by saying *"Ben pek tasvip etmiyorum da o yüzden yani (I don't approve it much, I mean, that's why)"* in a subjective manner. This switch functions as personalizing since the teacher is using the *ben (I)* form in the sentence to express her personal thoughts. This switch also explains subjective opinion.

4.2.2.10 Inviting Participation

The function of inviting participation in forms of using total switch to Turkish is defined as the teacher's giving a prompt to a student to make him answer the question. Excerpts 35 and 36 are displaying this function.

Excerpt 35: ***Hadi başlayalalım*** (Come on, let's start)

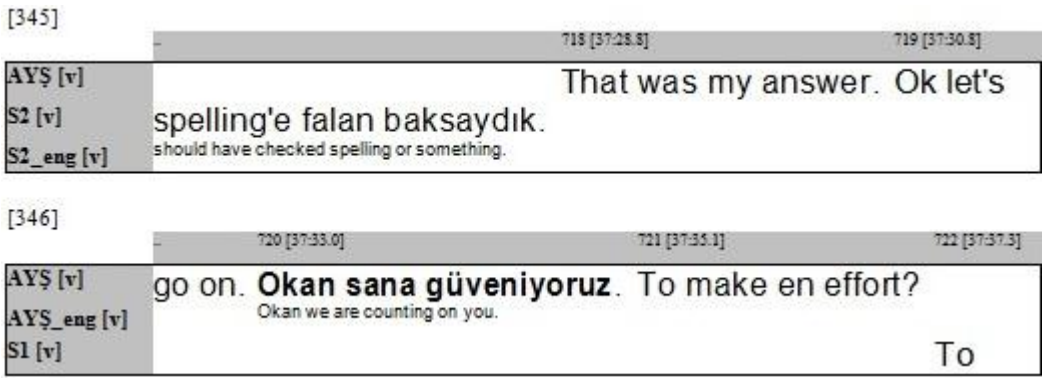


In this example, the teacher and the students are about to start a task and the teacher tells the students that they will do it paragraph by paragraph. In utterance 346, she switches to Turkish to invite İhsan Caner to lead the task by starting to read the first paragraph.

Similar to the previous example, the teacher uses code-switching to Turkish in utterance 720 to invite Okan to participate in the progression of the in-class activity. What is to be noted in these two examples is that apart from using

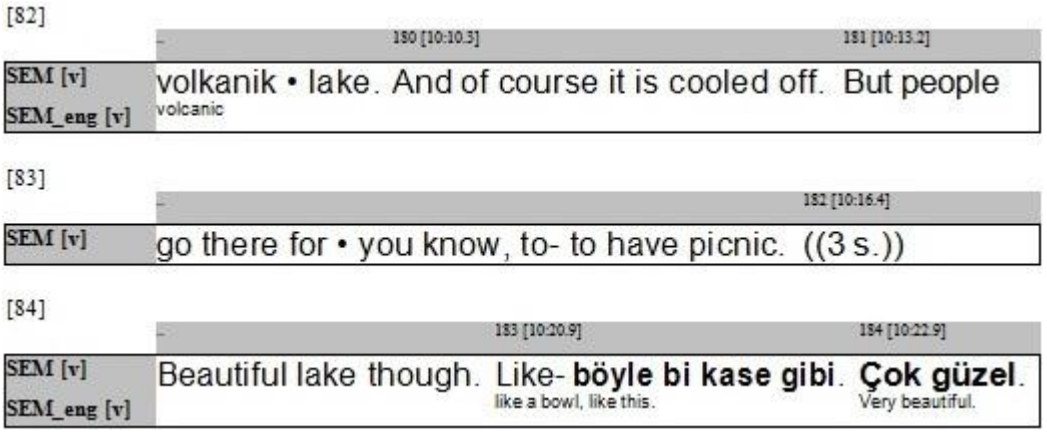
switches to Turkish for inviting participation, the teacher directly calls the student by the name as well. This shows that she uses the name of the students to address them in combination of Turkish items to invite them to participate.

Excerpt 36: ***Sana güveniyoruz*** (We are counting on you)



4.2.2.11 Explaining

Excerpt 37: ***Çok güzel*** (Very beautiful)



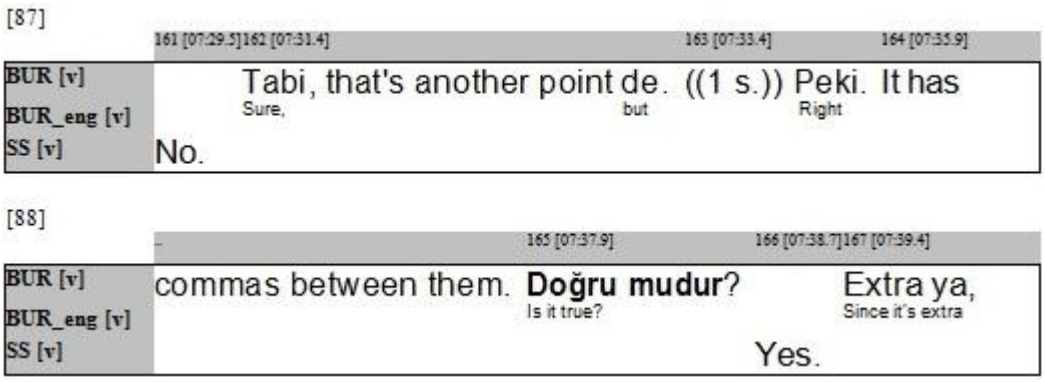
In this excerpt, while the teacher is talking about the volcanic lake in her hometown in Isparta, she gives the information that people go to that lake to have picnic and that the lake is beautiful. Then, she switches to Turkish in utterance 183

after a self-repair saying *"böyle bi kase gibi, çok güzel (like a bowl like this, it's very beautiful)"* which function as explaining more on her speech.

4.2.2.12 Eliciting

Here in this example, the teacher gives information to the students saying that in non-defining relative clauses, the extra clause has commas. In order to ask the students to confirm this, she switches to Turkish in utterance 165 and says *"Doğru mudur? (Is it true?)"* to elicit the answer *yes* from the students.

Excerpt 38: ***Doğru mudur?*** (Is it true?)

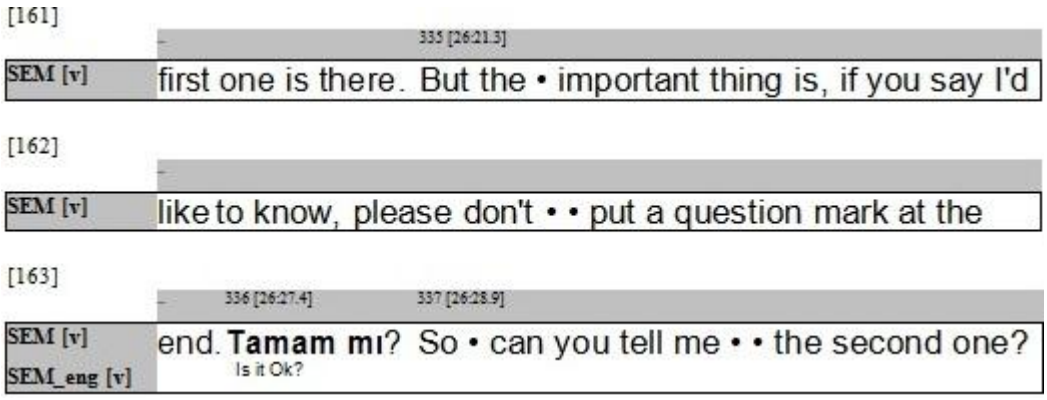


4.2.2.13 Checking for Understanding

In except 39, the teacher tells the students an important point of a topic they have just learned. Later, in utterance 336, she switches to Turkish to ask the students *"Tamam mı? (Is it ok?)"* to check whether they have understood what she has said before and whether they agree or not. By doing so, she is using the

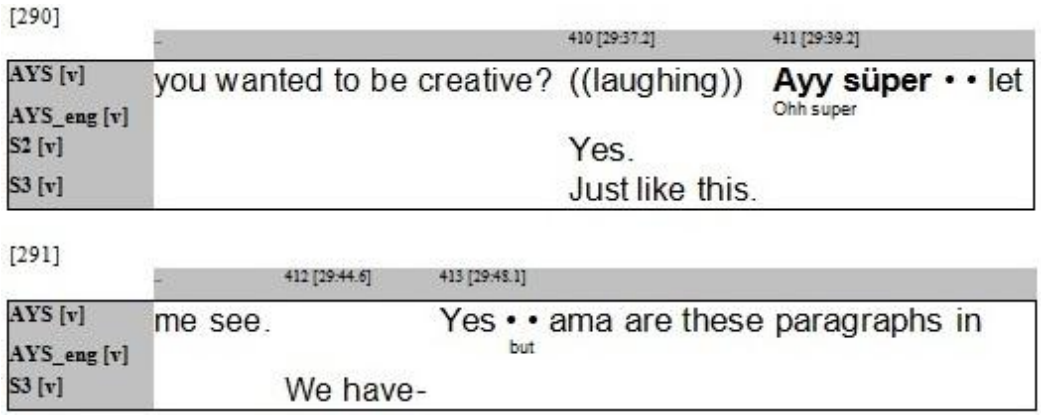
strategy of switching to Turkish in an independent utterance to check students' understanding.

Excerpt 39: ***Tamam mı?*** (Is it ok?)



4.2.2.14 Making compliments

Excerpt 24: ***Ayy süper*** (Oh super)



In excerpt 24, the students are making a poster in groups as an in-class activity and while the teacher is roaming around the classroom to check how they have been doing, she is using code-switching to make a compliment to one of the

student group's poster as she likes it very much and says "*Ayy süper* (oh super). She then continues her speech after the switch by saying "let me see".

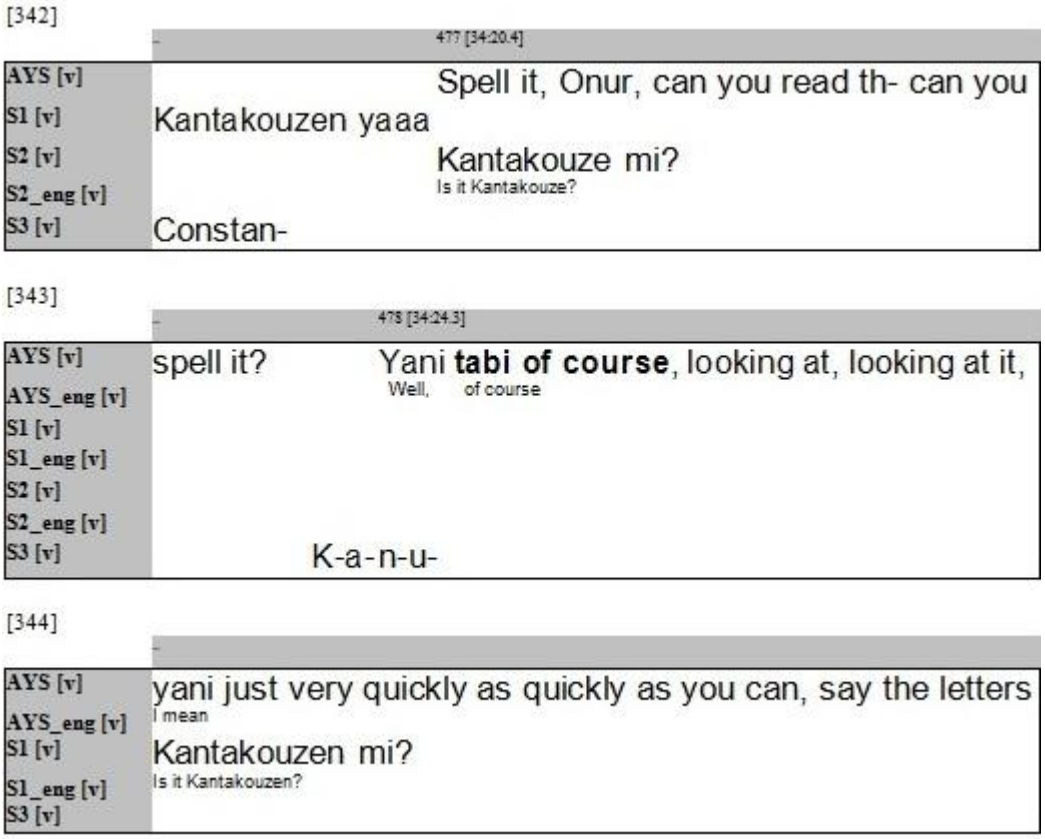
4.2.3 Other Forms of Switches

In this set of data, the teacher uses code-switching in various forms such as giving the Turkish equivalences or making translations, using tag switches, using address terms, using 'do' construction and using quoting which function in the following ways; *clarifying, improving understanding, agreeing, inviting student participation* and *dealing with a lack of response.*

4.2.3.1 Clarifying

In this example in excerpt 40, the teacher asks the students to spell a word which the students find very hard to do and make mistakes trying to spell. Therefore, the teacher asks many students to try one by one. Lastly, he asks a student named Onur to spell the word by asking the question *"Can you spell it?"* in utterance 477. However, later in utterance 478, the teacher feels the need to clarify the question and makes a switch to Turkish and then directly translate the switched part into English, which is later followed by the actual clarification of the message.

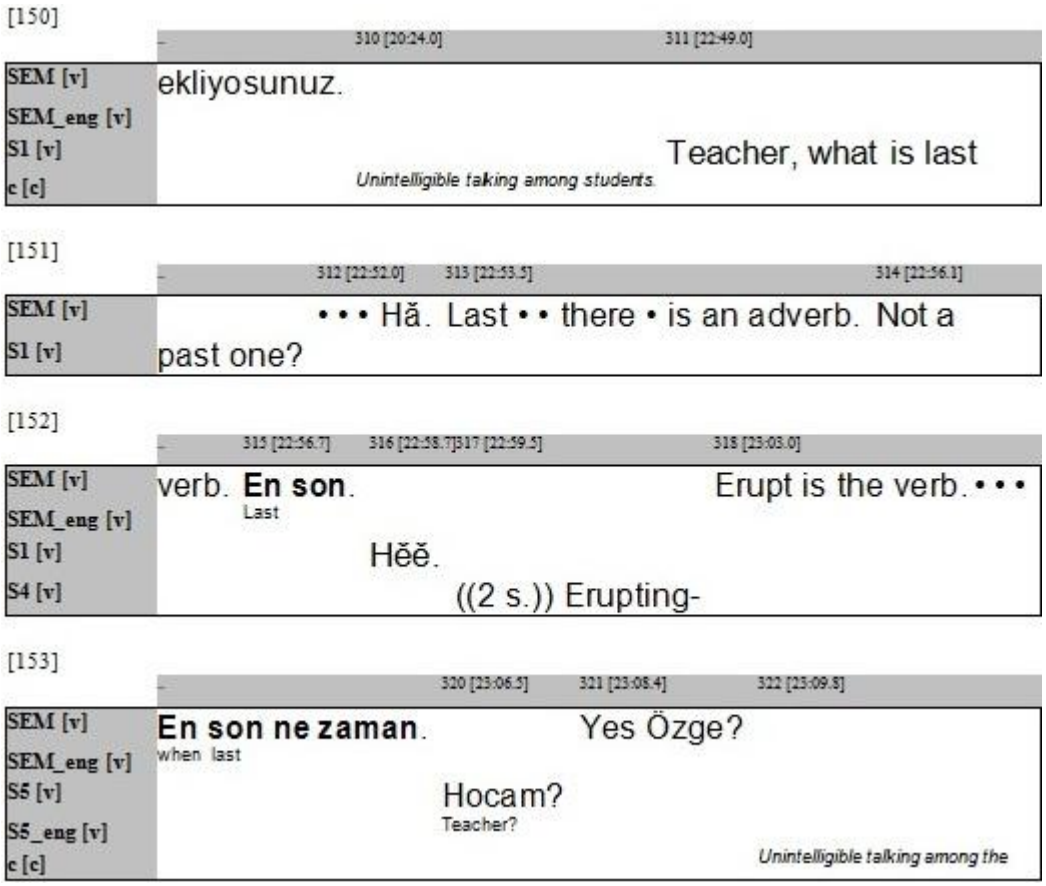
Excerpt 40: ***Tabi*** (Of course)



4.2.3.2 Building Understanding

In this example in excerpt 41, the student thinks that *last* is a verb and asks the past participle form of it by saying *"What is last past one?"*. The teacher understands what the student asks and corrects the student by saying that *last* is an adverb, not a verb. Later, in utterance 315, she gives the Turkish equivalence *en son* (last) in that context. Following that, to make it more comprehensible for the student, the teacher tells that the verb in the sentence the student is reading is *erupt* and then again, right after that, she gives the Turkish equivalence to the student.

Excerpt 41: ***En son ne zaman*** (When last)

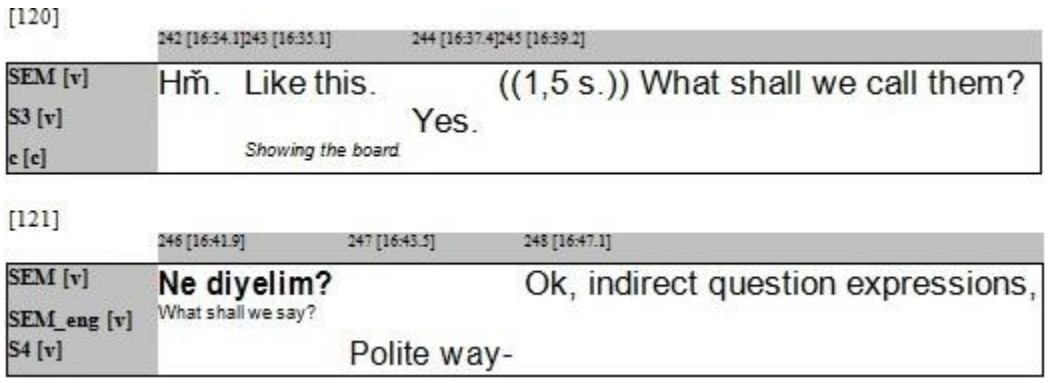


4.2.3.3 Inviting Participation

In this example, the teacher asks a question to the students about the features of indirect question expressions and first asks it in English by saying *"What shall we call them?"*. In the following utterance, she uses the form of code-switching, giving the Turkish equivalence, to seek student participation in the conversation. It is to be noted that there is no pause between the English and

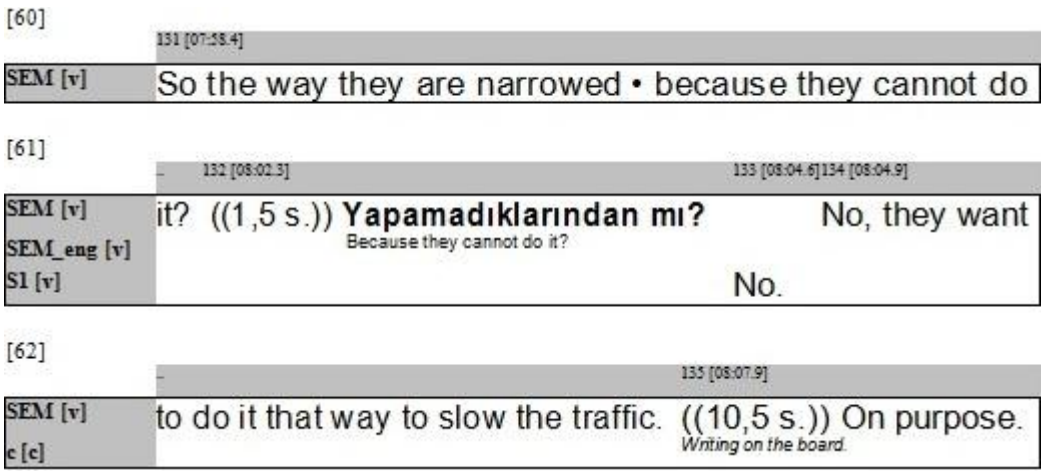
Turkish question. That is why, the teacher seems to use code-switching out of her own choice to invite student participation.

Excerpt 42: ***Ne diyelim?*** (What shall we say?)



4.2.3.4 Dealing with a Lack of Response

Excerpt 43: ***Yapamadıklarından mı?*** (Because they cannot do it?)

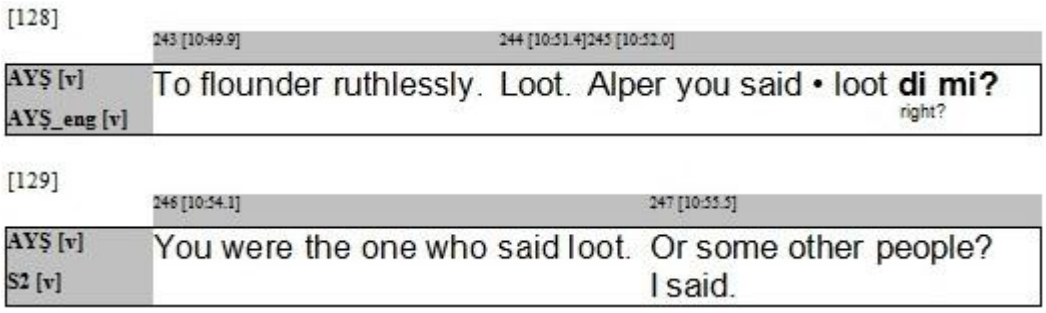


Excerpt 43 is illustrating an example of teacher's code-switching by giving the Turkish equivalence of her previously uttered sentence since she cannot get a response from the students in the first place. She asks the students the question

why they narrow the streets and says “Is it because they cannot do it?” which does not receive any response. After one and a half seconds of pause, she repeats the same question in Turkish this time in utterance 132, to which she receives the answer *no*, which is indeed the answer she is looking for.

4.2.3.5 Asking for Clarification

Excerpt 44: ***Di mi?*** (Right?)

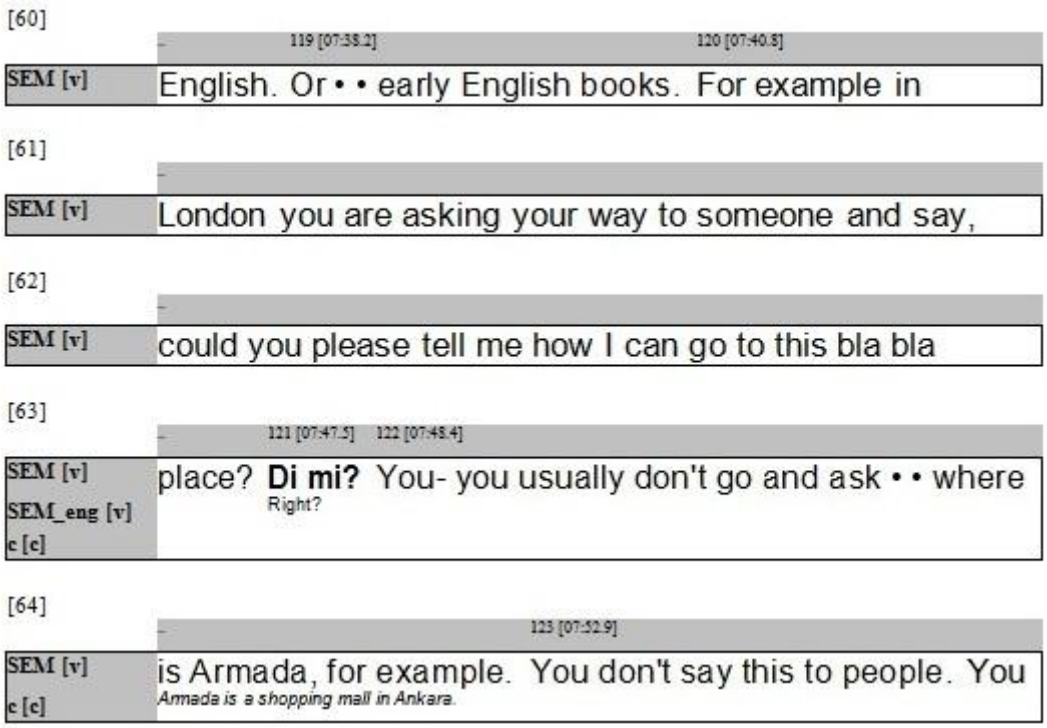


In this example, the teacher and the students are discussing the meaning of the word *loot* in an in-class activity in which they are matching the meanings of the words with the words in the text. A few minutes prior to the utterances in this excerpt, a student uttered the word *loot* for the correspondence of the meaning *to flounder ruthlessly.* The teacher is asking a question to Alper by saying *“You said loot, di mi? (right?)”* to ask whether he was the one saying it and she ends the utterance with the Turkish tag ending *di mi?* to ask for clarification.

4.2.3.6 Checking for Understanding

In excerpt 45, the teacher is explaining how to ask polite questions when you are in London and gives a contextual situation. After making the explanation, she finished her long utterance with the Turkish tag ending *di mi?* to clarify whether the students have understood it or not; thus using code-switching in forms of inserting tag endings to check for students' understanding.

Excerpt 45: ***Di mi?*** (Right?)



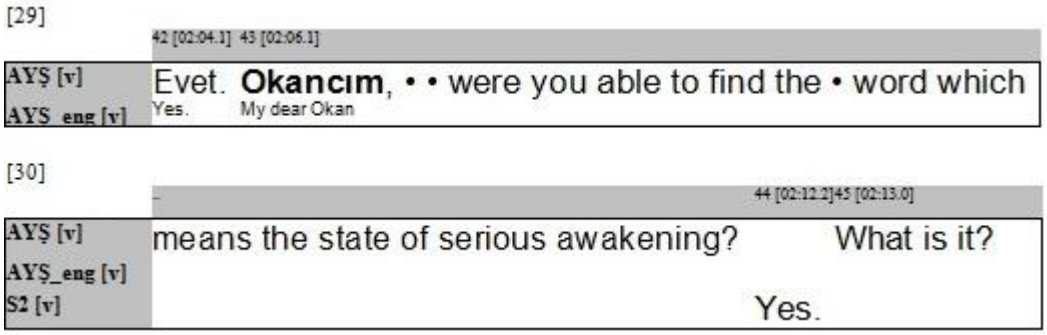
This use of code-switching is similar to what Poplack (1980) calls *tag-switching* which is basically defined as the switching of a tag phrase or word from one language to another. In this data, code-switching in forms of using tag endings occurs with teachers' putting the Turkish tag ending *di mi?* (right?) at the end of

the utterances which function as either *asking for clarification* or *checking for understanding* as in the nature of the tag ending itself. It is to be noted here that the tag endings used in the data are the shortened daily version of the actual tag ending *değil mi?* (Isn't that right?). All tag endings used by the teachers are in the same grammatical structure.

4.2.3.7 Maintaining Group Identity

In the excerpt below, the teacher asks a question to a student by adding the Turkish *–cIm* suffix at the end of the name. Normally, the teacher addresses the students with their first names only; however, in this case, she adds the suffix which gives the meaning of *"dear"* in English.

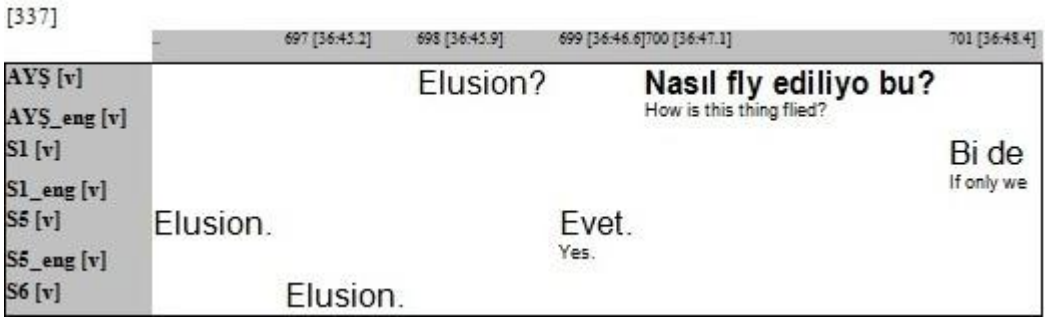
Excerpt 46: ***Okancım*** (My dear Okan)



Using address terms is the form of code-switching used only by the teacher in the data due to its own nature. Since the students address the teacher using only one way which is *hocam* (my teacher), there were no instances of using address terms in students' utterances.

4.2.3.8 Using the *Do* Construction

Excerpt 47: ***Fly etmek*** (Make fly)



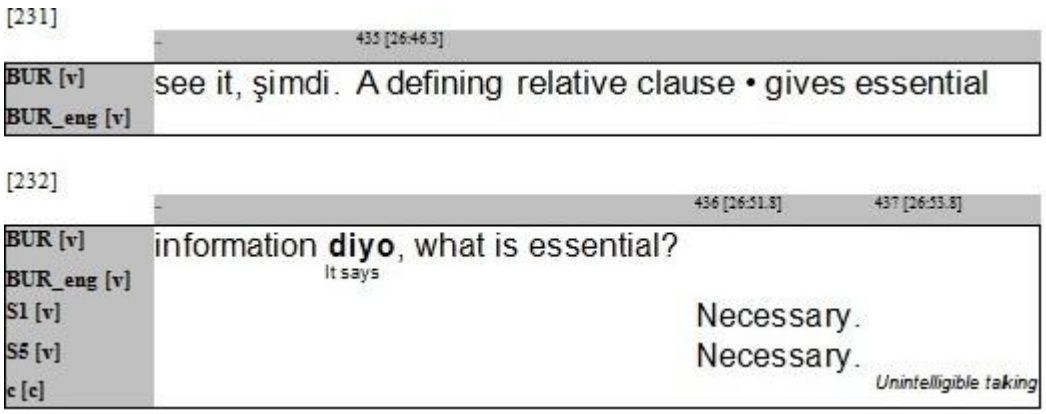
This excerpt shows the '*do construction'* used by the teacher by combining the English verb *fly* and the Turkish verb *do*. Although there are examples of '*do construction'* verbs that are actively used in today's Turkish, such a combination is not a heard or used one. For this reason, the teacher is using these two verbs together out of her own stylistic choice, in other words, with no surface-level functioning.

4.2.3.9 Emphasizing

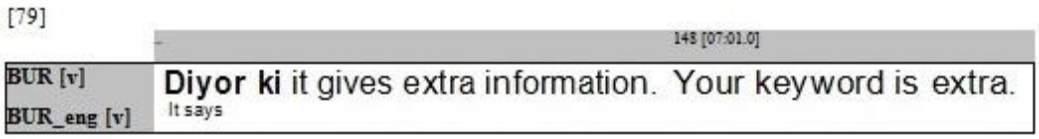
In the example in excerpt 48, the teacher is reading a sentence about one of the features of defining relative clauses from the pre-prepared power point slide. She uses the Turkish quotation marker *diyo(r)* (says) to emphasize the point which is the feature of giving extra information of a relative clause. Code-switching in forms of using the Turkish quotation marker *diyor ki* (It says that) functions as emphasizing the issue by quoting a sentence, phrase from the text or the material

used at the moment of teaching. The quotation marker in the data is inserted either at the beginning of the utterance or at the end.

Excerpt 48: ***Diyo*** (it says)



Excerpt 49: ***Diyor ki*** (It says that)



Similarly in excerpt 49, the teacher is quoting another sentence to highlight the topic. Contrary to the previous example, she uses the quotation marker at the beginning of the utterance, which does not change the function of emphasizing by using code-switching in forms of using quoting.

4.3 Forms and Functions of the Students' Code-switching

In this section, forms and functions of code-switching employed by the students in the analyzed data will be presented. General use of forms for code-switching by the students include*; using discourse markers, inserting Turkish or*

English lexical items/phrases/sentences and other switches (giving Turkish or English equivalences/making translation).

Functions of these switches are presented in numbered excerpts from the data where each code-switching is in bold characters. Other switches that are not in bold are not discussed for the particular function in the given excerpts.

A list of table for the functions of code-switching used by the students is given below. Even though there are overlaps in the functions of code-switching used by the teachers, their forms are different. Therefore, they have been classified under forms instead of functions.

Table 4.3: Forms and discourse functions of students' code-switching from the analyzed data

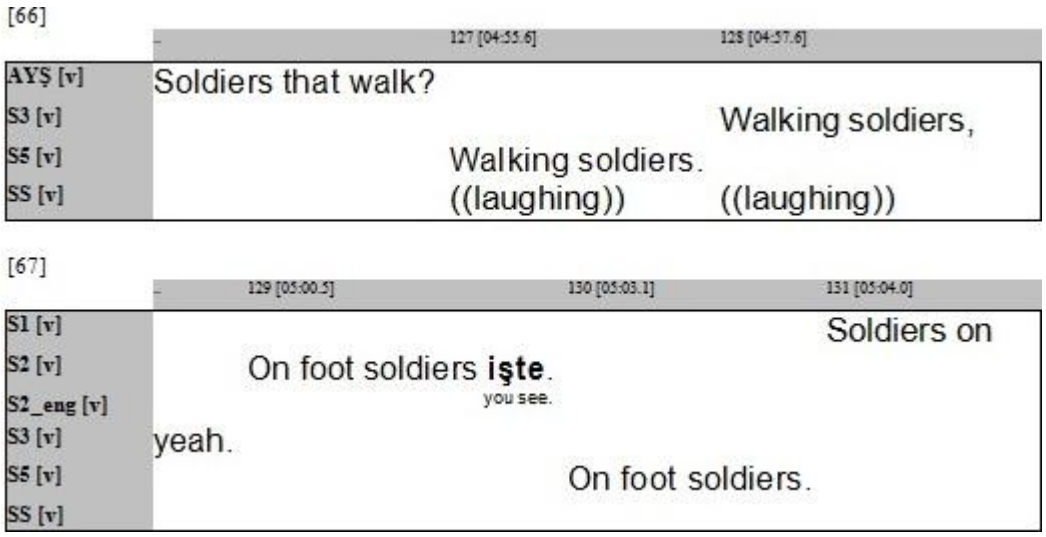
Discourse Functions of the Students' Code-Switching from the Analyzed Data	
Forms of Code-switching	**Function**
Using discourse markers	Marking sentence/topic boundary Managing the progression of talk Emphasizing Requesting Asking for clarification Self-repair Disagreeing
Inserting Turkish lexical items/phrases/sentences	Lexical compensation Managing the progression of talk Humour Complaining Displaying understanding Asking for clarification
Inserting English lexical items/phrases/sentences	Disagreeing Claiming common ground Using campus jargon Correcting peer Humour Warning peer
Other forms of switches ▪ *giving Turkish/English equivalences or making translation*	Asking for clarification Building understanding Displaying understanding Self-repair

4.3.1 Using Discourse Markers

As observed in teachers' speeches, students also used Turkish discourse markers frequently for various functions in their speeches. Functions of student code-switching by means of using discourse markers include; *marking sentence/topic boundary, managing the progression of talk, emphasizing, requesting, asking for clarification, self-repair* and *disagreeing.* These functions are presented below with excerpts from the data.

4.3.1.1 Marking Sentence/Topic Boundary

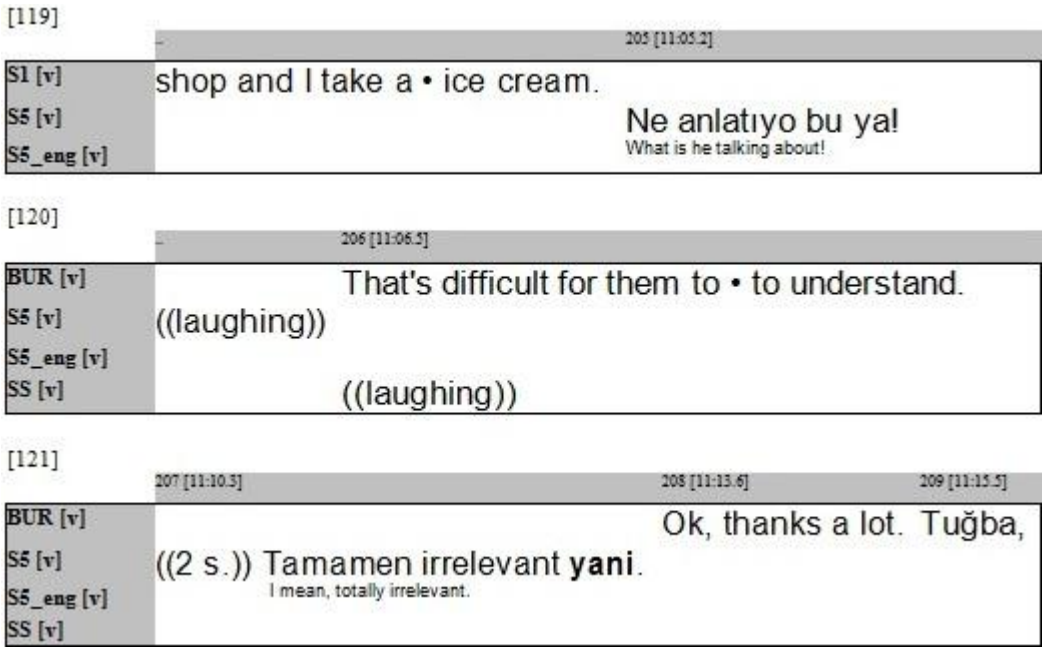
Excerpt 50: ***İşte*** (You see)



In this example in excerpt 50, the students are answering the question *"How would you describe the word infantry in English?"*. The students are trying to give the answer *soldiers on foot* in different ways which creates a short

confusion in the classroom. Then, in utterance 129, a student says *"on foot soldiers işte (you see)"* by adding the Turkish discourse marker *"işte"* (you see) at the end of his speech to mark the end of the topic since he thinks his answer is the correct one. This use of *işte* is similar to the one found in Herkenrath's (2007) study where one of the functions of *işte* works in a biprocedural way inciting the speaker to realize the shared or common knowledge. Here in this example, although the students use *işte* to mark the boundary of the topic, it also functions as referring to common or shared knowledge in combination with the phrase *on foot soldiers.*

Excerpt 51: ***Yani*** (I mean)

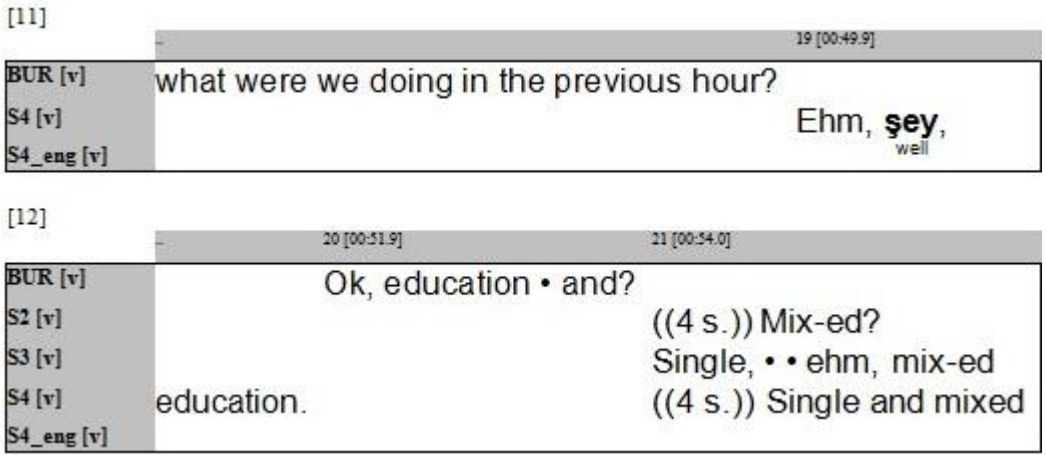


In excerpt 51, a student is trying to explain the meaning of a *"dog-eat dog situation"* in his own words referring to the example the teacher gave to him

personally a few minutes prior to this conversation. However, the students do not understand what he is referring to since he is using a lot of pauses and pronunciation mistakes in his speech. Later in utterance 207, another student makes a comment to her friend's trial to explain the meaning of the phrase by saying that it is totally irrelevant, since she cannot relate the situation with eating an ice-cream and says *"Tamamen irrelevant yani" (I mean it's totally irrelevant)*. By inserting the Turkish discourse marker *"yani"* (I mean), she is marking the boundary of her speech.

4.3.1.2 Managing the Progression of Talk

Excerpt 52: ***Şey*** (Well)



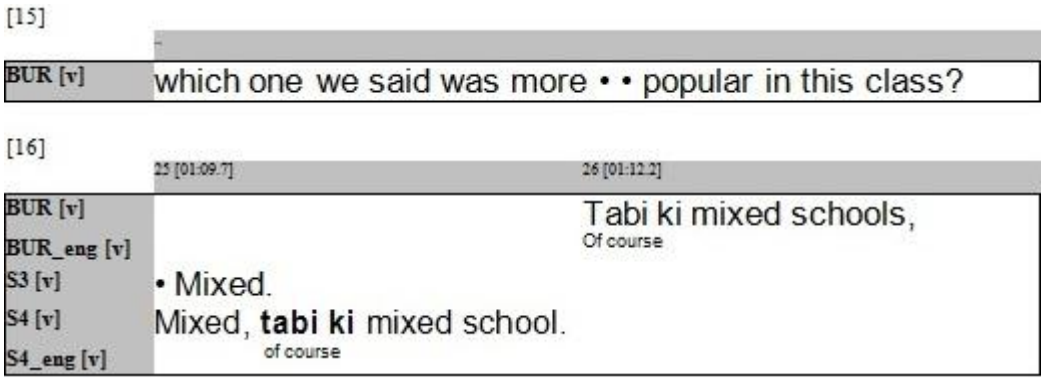
In the excerpt 52 below, the teacher directs the question to the students "What were we doing in the previous hour?" as a starter for the new class hour. A student responds to this in utterance 19 by inserting the Turkish discourse marker

"şey" (well) to her speech which functions as a planning strategy used temporarily until she finds the right word, which is *education* in this case. Therefore, she uses a discourse marker for code-switching into Turkish to manage the progression of her talk.

4.3.1.3 Emphasizing

In this example in excerpt 53, the teacher is asking the question "Which one we said was more popular in this class?" referring to mixed schools and single sex schools that were discussed before. In response to this question, a student gives the answer in utterance 25 by inserting the Turkish discourse marker *"tabi ki"* (of course) to highlight her answer.

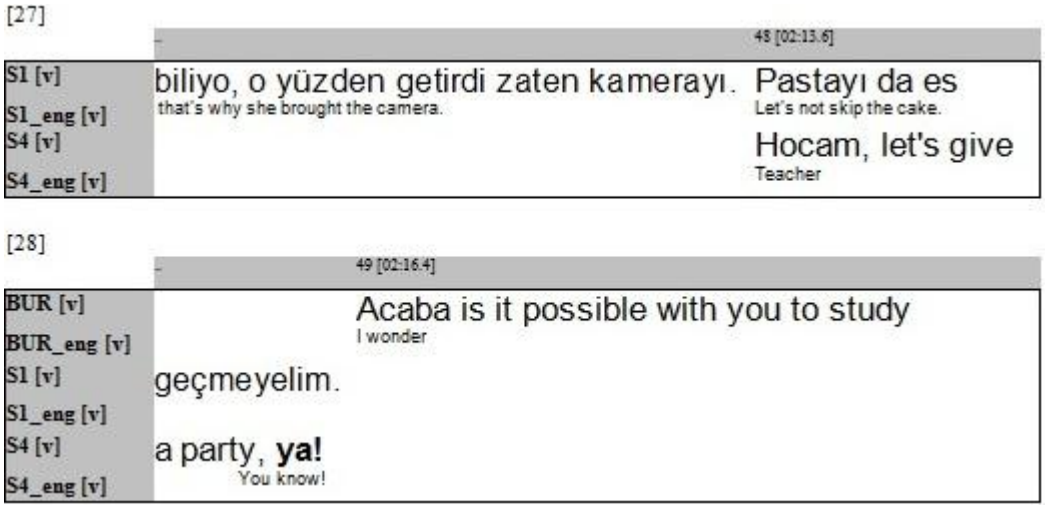
Excerpt 53: ***Tabi ki*** (Of course)



4.3.1.4 Requesting

In excerpt 54, one of the students reminds the teacher that it is a student's birthday. The other one makes a joke in utterance 47 by saying that the teacher already knows it and that's why she brought the camera to the classroom. Later, in utterance 48, a student requests that they give a party and while saying that, she inserts the Turkish discourse marker *"ya"* (you know) at the end of her sentence to raise the issue.

Excerpt 54: ***Ya*** (You know)

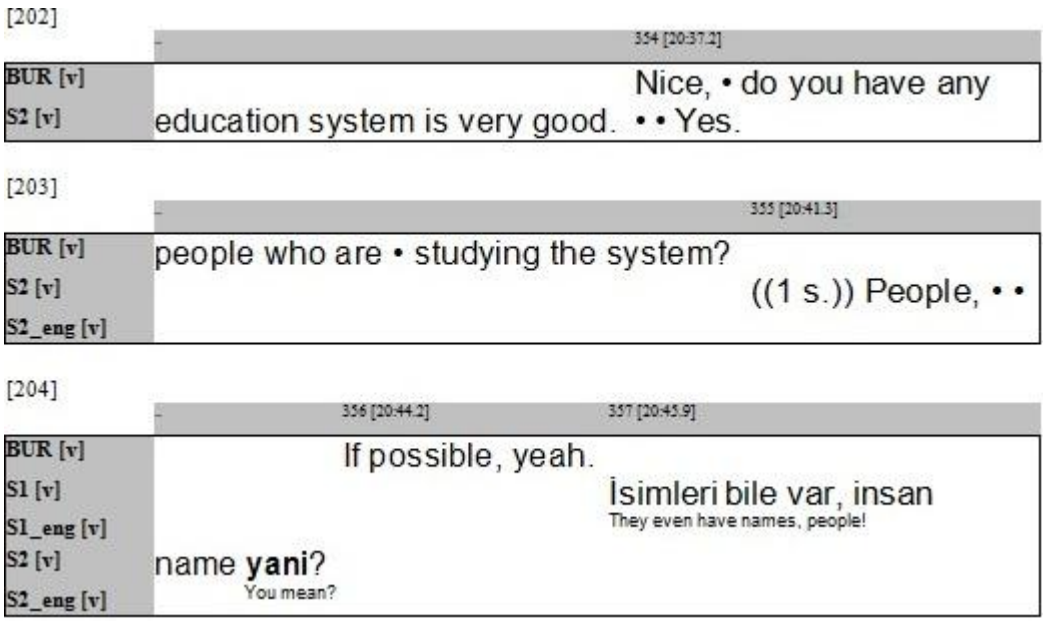


4.3.1.5 Asking for Clarification

Excerpt 55 illustrates an example of a student's using the Turkish discourse marker *"yani"* (you mean) in an interrogative way to ask for clarification. When the teacher asks him whether he knows any people who are studying the

educational system following the students comment that the education system in Cuba is very good, the student cannot be sure whether to give a name or not. He asks for clarification by saying *"People, name yani (you mean)"*.

Excerpt 55: ***Yani*** (You mean)



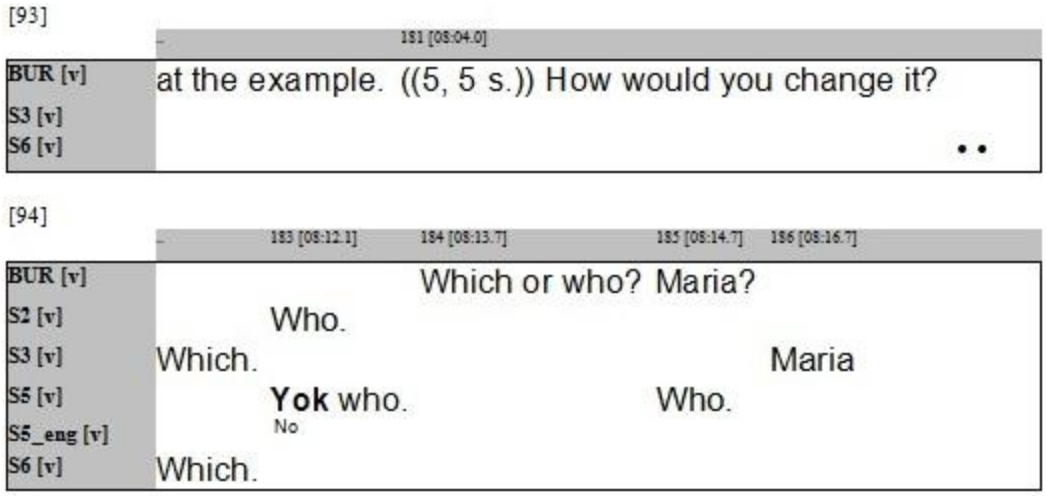
4.3.1.6 Self-repair

In excerpt 56, a student does not understand the concept of *technical secondary school* which he sees in a reading text. Therefore, in an attempt to clarify what that kind of school is like, he asks a question to the teacher in utterance 86, doing which he uses the Turkish discourse marker *"yani"* (I mean) twice to repair his speech.

Excerpt 56: ***Yani*** (I mean)

4.3.1.7 Disagreeing

Excerpt 57: ***Yok*** (No)



In excerpt 57, the teacher is teaching how to combine two sentences using relative clause by inserting *which* or *who* between them. After showing the

sentences to the students, which has the name of a person in it, Maria, she asks them how they could rewrite the sentence. She basically asks them to decide whether they should use *which* or *who*. In utterance 182, two students give the answer *which*, which is incorrect, and in the following utterance, another student replies "yok (no), who" stating her disagreement with the previous answers and giving the correct answer.

4.3.2 Inserting Turkish Lexical Items/Phrases/Sentences

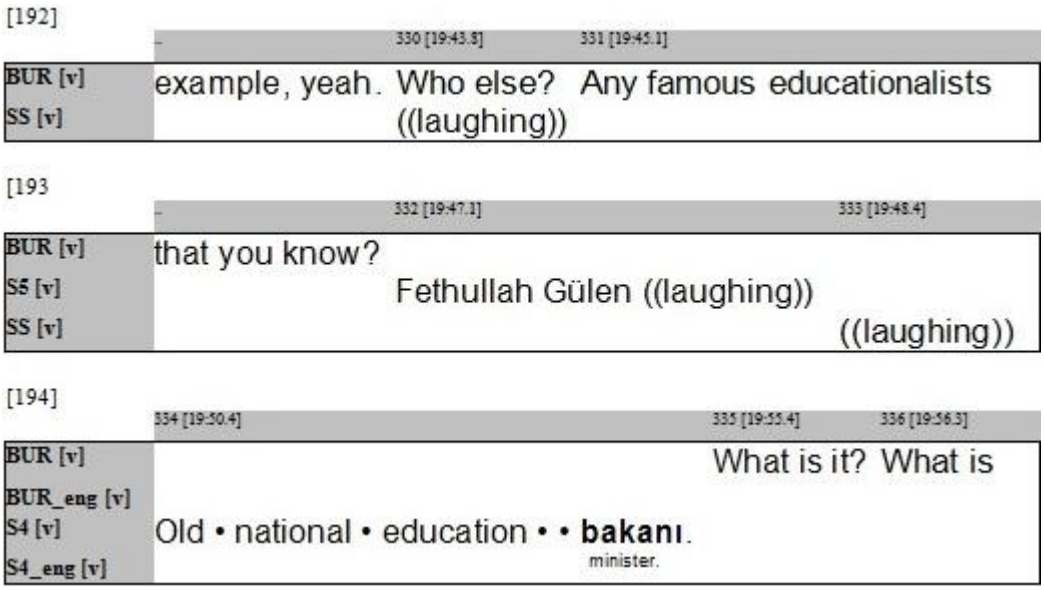
The students used the strategy of inserting Turkish lexical items/phrases/sentences in their speech while the base language of the speech was English. Main functions of this use of forms for code-switching include; *lexical compensation, managing the progression of talk, humor, complaining, displaying understanding* and *asking for clarification*. Examples of these functions are illustrated by excerpts from the data below.

4.3.2.1 Lexical Compensation

The strategy of lexical compensation for code-switching used by the students in forms of inserting Turkish lexical items into their ongoing speech occur when they could not find or did not know the English correspondence of the words they were trying to say. Excerpts 58 and 59 are examples of these usages.

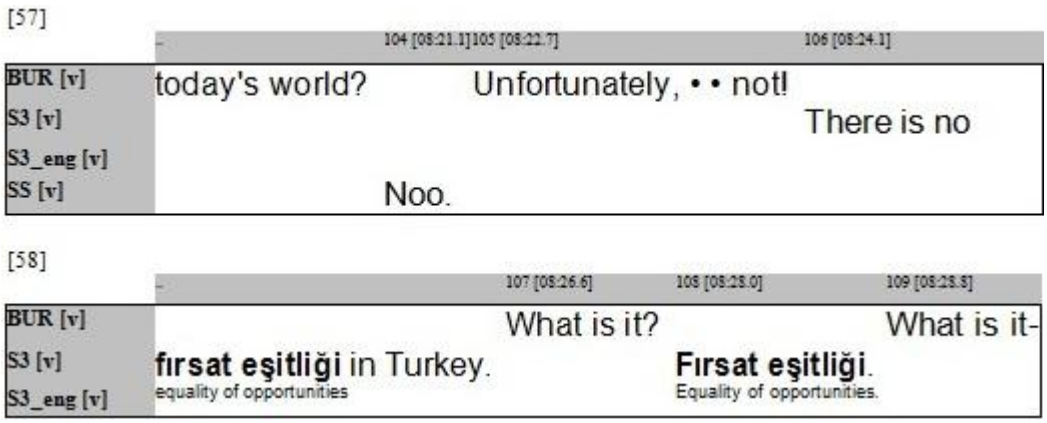
In excerpt 58, the students and the teacher are talking about the education systems in general and the teacher is asking the students if they know any famous educationalists. One of the students gives the answer *Fethullah Gülen* in an attempt to make a joke. Later in utterance 334, a student cannot remember the name of *Hüseyin Çelik,* the previous minister of National Education of Turkey. She then tries to describe him by saying *"old national education bakanı (minster)"* but since she cannot remember or does not know the English correspondence for the word *bakan* (minister) in Turkish, she uses the Turkish one; thus, making a switch to Turkish which function as lexical compensation of the English word with the Turkish one.

Excerpt 58: ***Bakan*** (Minister)



Similarly in excerpt 59, while the class is talking about the education system in Turkey and making comments about it, a student wants to talk about the unequal conditions for individuals in Turkey. He starts the sentence in utterance 106 in English but since he does not know the English correspondence of *fırsat eğitliği* (equality of opportunities), he switches to Turkish which functions as compensating the English word with the Turkish one. It is obvious that he does not know the English correspondence of the word since he replies the question of the teacher, *"What is it?"* in Turkish again, which was actually the question asking what the English correspondence of the word he uttered was.

Excerpt 59: ***Fırsat eşitliği*** (Equality of opportunities)

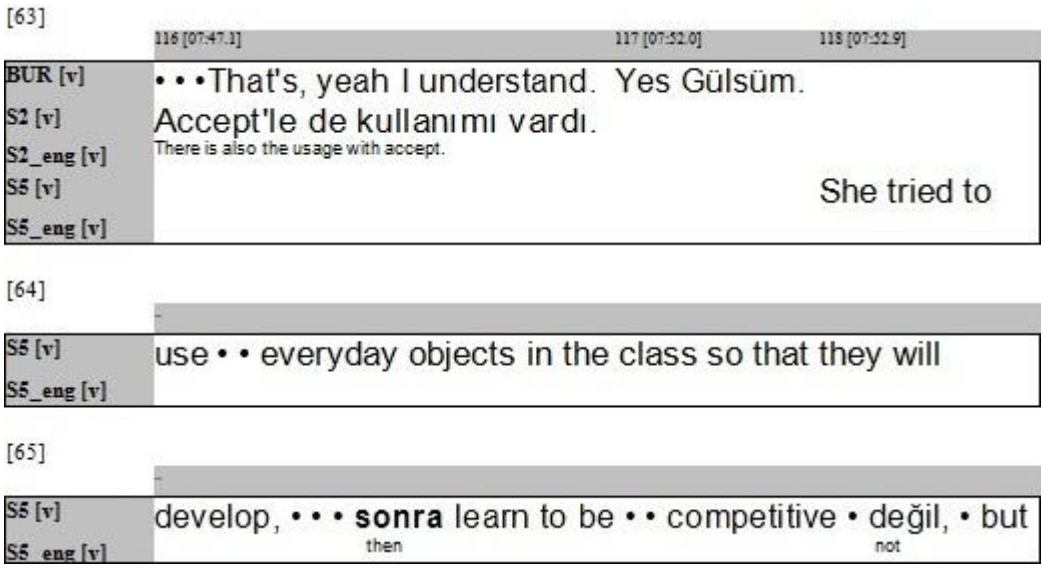


4.3.2.2 Managing the Progression of Talk

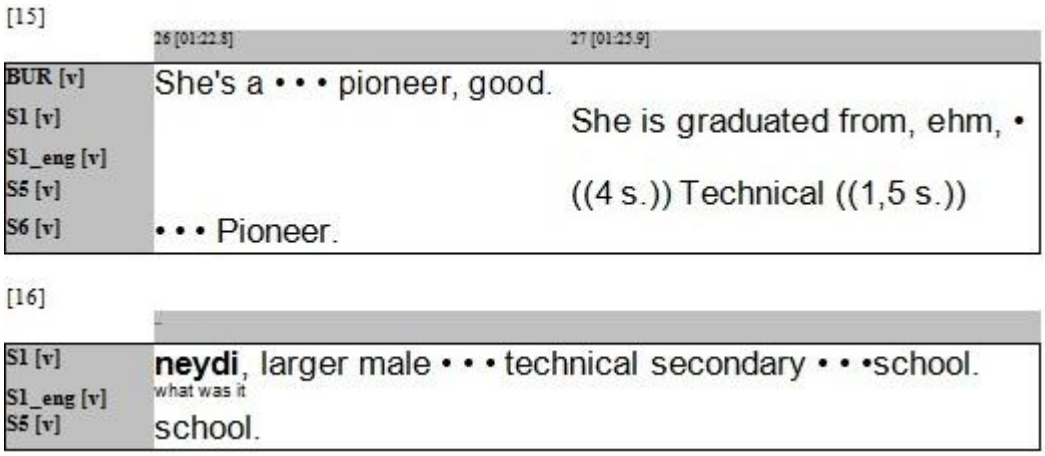
In excerpt 60, the students are responding to the teacher's question one by one by taking turns. In utterance 118, the student begins talking about the approaches Maria Montessori used while teaching to young learners. Towards the

end of her utterance, she gives a short pause before continuing and inserts the Turkish word *sonra* (then) while she's planning what to say next; thus, using the strategy of inserting a Turkish word into her sentence which functions as the management to resume the talk.

Excerpt 60: ***Sonra*** (Then)



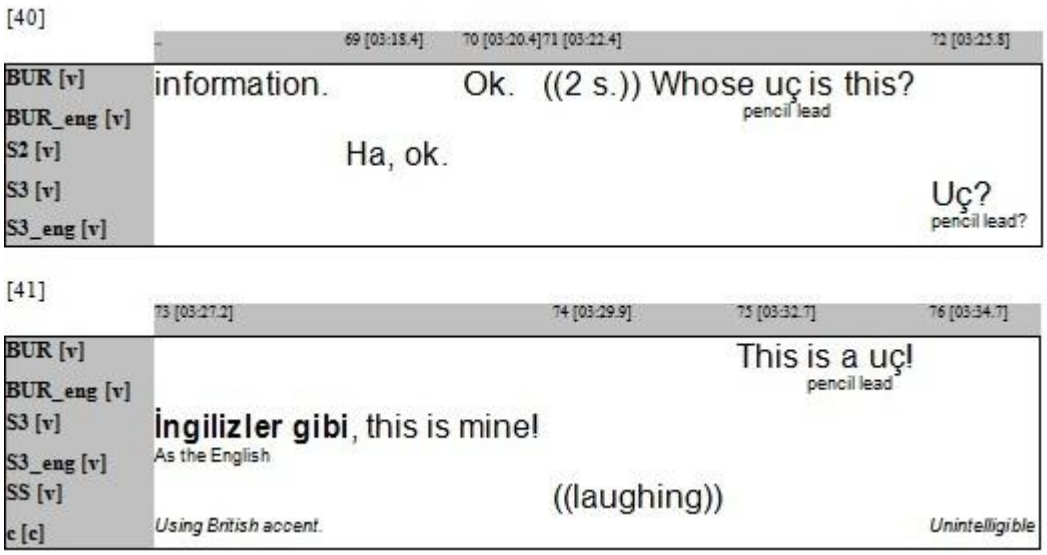
Excerpt 61: ***Neydi*** (What was it)



Similar to the previous example, in excerpt 61, while a student is trying to give information about Maria Montessori, the educationalist about whom they have been reading a text so far, he inserts the Turkish word *neydi* (what was it) while he was trying to remember what to say next; thus, using code-switching in forms of inserting a Turkish word to his sentence to manage the flow of his talk.

4.3.2.3 Humor

Excerpt 62: ***İngilizler gibi*** (As the English)



In excerpt 62, while the teacher is roaming around the classroom to check how the students have been doing with the in-class assignment she gave to them, she finds a pack of pencil leads on the floor. She asks the students whose that is. In response, a student says *"İngilizler gibi (as the English) this is mine"* using a British accent and making fun of the British accent. By doing this, he inserts the Turkish phrase in his sentence which functions as creating humor in the classroom.

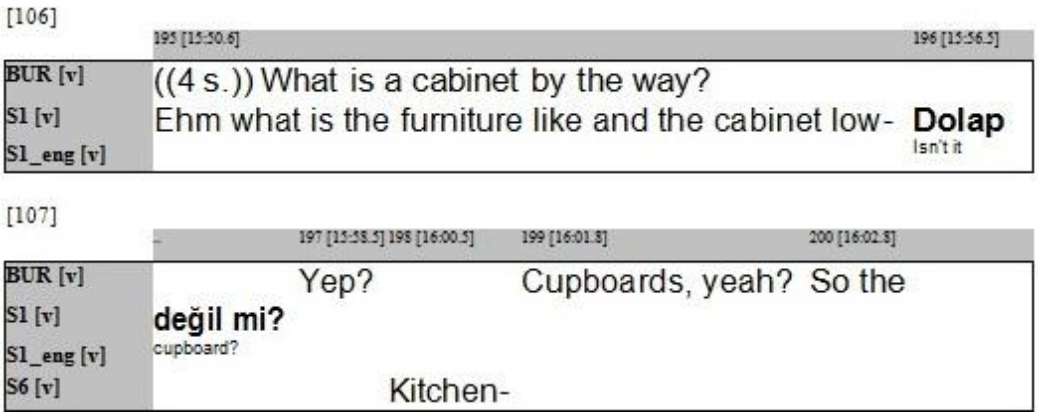
4.3.2.4 Complaining

Excerpt 63: ***Konuşmama izin vermiyolar*** (They don't let me talk)

In this example illustrated in excerpt 63, a student is trying to explain the meaning of the "dog-eat-dog situation". However, since she thinks that the other students are disturbing her, she switches to Turkish to complain about the issue to the teacher in utterance 161, although before that, she was trying to explain the meaning in English. Thus, using the strategy of switching into Turkish, which functions as complaining, she is making code-switching.

4.3.2.5 Displaying Understanding

Excerpt 64: ***Dolap değil mi?*** (Isn't it cupboard?)

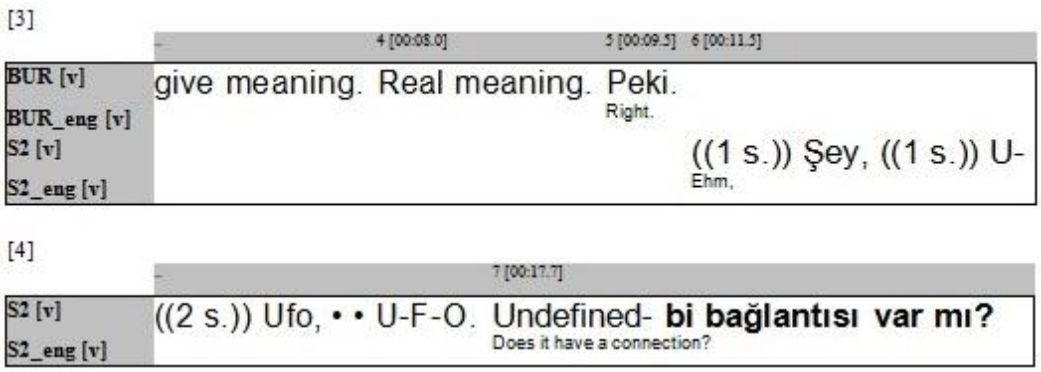


In this example, as illustrated in excerpt 64, the student is reading the question from the text to show evidence that the correct answer is *cupboard* when the teacher interrupts him to ask for the meaning of the word. To show that he knows the meaning of the word cabinet, he switches to Turkish and asks *"Dolap değil mi? (Isn't it cupboard)"*; thus making a switch into Turkish to display his understanding of the word.

4.3.2.6 Asking for Clarification

In excerpt 65, the teacher is repeating the features of a defining relative clause to the students. When she is about the change the topic with the Turkish discourse marker *peki* (right), a student tries to ask a question. Since he thinks that the U of the UFO stands for *Undefined*, instead of *Unidentified*, he asks whether the U in UFO has any connection with the word *defining*, now that they have been studying the defining and non-defining relative clauses. He does so by switching to Turkish in utterance 7; thus, using code-switching to ask for clarification.

Excerpt 65: ***Bi bağlantısı var mı?*** (Does it have a connection?)

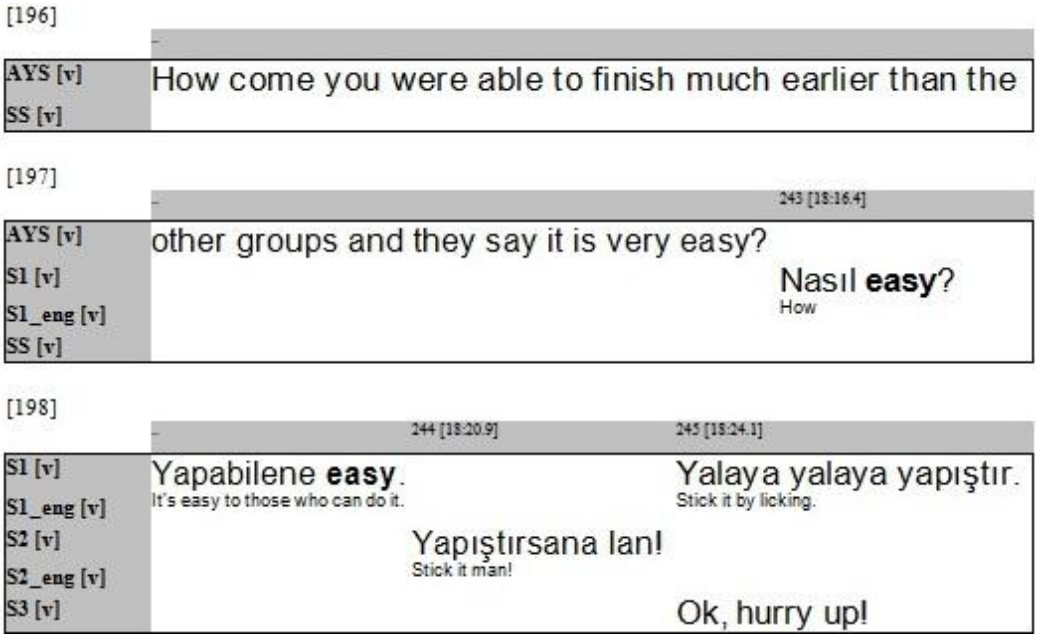


4.3.3 Inserting English Lexical Items

The students used the strategy of inserting English lexical items/phrases into their ongoing speech while the base language of their speech was Turkish. Functions serving for these forms of code-switching include; *disagreeing, claiming common ground, using campus jargon, correcting peer, humor* and *warning peer*. These functions are displayed with excerpts from the data below.

4.3.3.1 Disagreeing

Excerpt 66: ***Nasıl easy?*** (How come is it easy?)

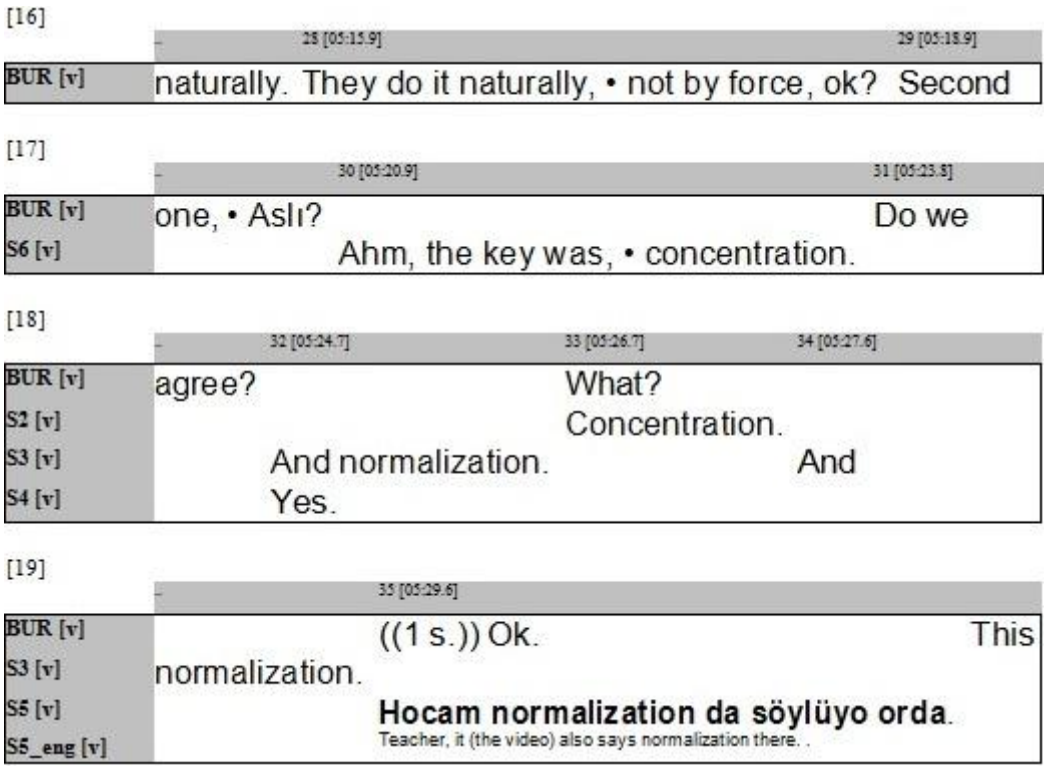


In excerpt 66, the students are doing an in-class activity in groups. The teacher, who is roaming around the classroom to check the students, state that some groups have already finished and they say that the task was easy.

Disagreeing with this, a student says *"Nasıl easy?"* meaning *"How come is it easy?"* since his group have not finished yet. Following this, he says "*Yapabilene easy (It's easy to those who can do it)"* to show his disagreement once more. Thus, he's using the strategy of inserting the English adjective *easy* to his speech, the base language of which is Turkish.

4.3.3.2 Claiming Common Ground

Excerpt 67: ***Normalization***



In this example in excerpt 67, the students are answering the comprehension questions after watching the video about the life of Maria

Montessori, a famous educationalist. There is one question the answer of which is not *normalization*. However, since a student also heard the word *normalization*, she is claiming that she also hears that word and in utterance 35, she is inserting an English word in her speech to refer to the video, knowing that everyone knows that word already; thus, with the help of their shared knowledge by having watched the video, she's using code-switching from the base language into the embedded language functioning as claiming common ground.

4.3.3.3 Using Campus Jargon

The analyzed speeches of the students in the data also consist of what is called the *campus jargon*. Since the university the students are studying at is an English medium one, they are frequently exposed to official terms in English both in and out of the classroom, in their official pursuits such as *registration to classes* and academic ones such as *the contents of the lessons*. Therefore, from time to time, all the members of the university use a hybrid language which is inevitably popular throughout the university. Examples of these instances where the students used campus jargon for code-switching are illustrated below.

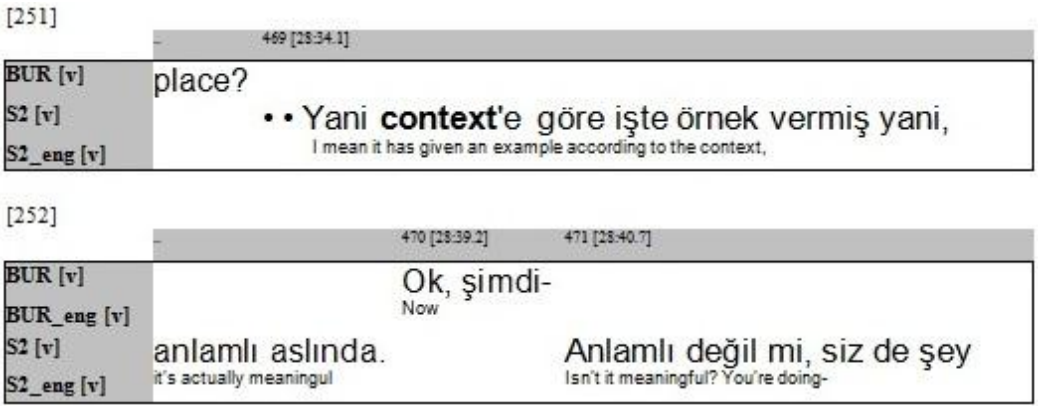
In excerpt 68, a student is asking in utterance 265 about what to do with the draft they have written before. While asking the question, although he starts the sentence in Turkish, he makes a switch and inserts the lexical item *draft* into his speech on purpose. Students at the university use the English word *draft* in their

daily Turkish conversations without the need to translate it and the word has become a campus jargon since almost everybody uses it that way.

Excerpt 68: ***Şu draft*** (This draft)

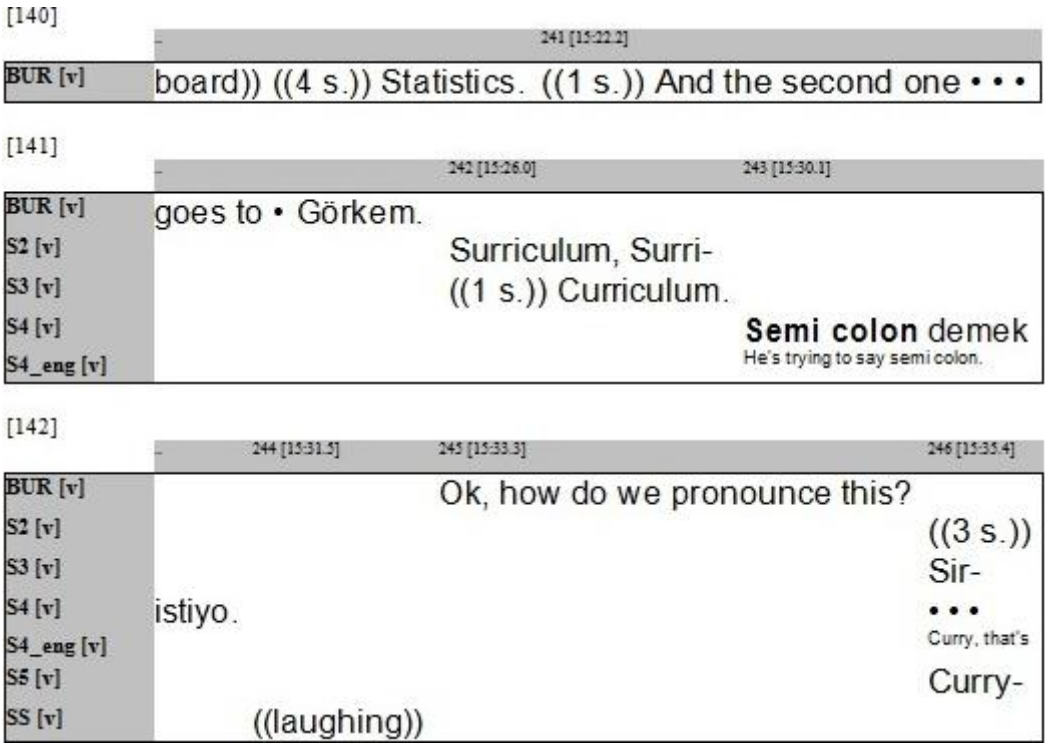
Similar to the word *draft* which has become a jargon among the students of Middle East Technical University, *context* has also become one. In the example in excerpt 69, the student is inserting the English word context to his speech, the base language of which is Turkish. Thus, he is making use of the strategy of using campus jargon for making code-switching.

Excerpt 69: ***Context'e göre*** (According to the context)



4.3.3.4 Correcting Peer

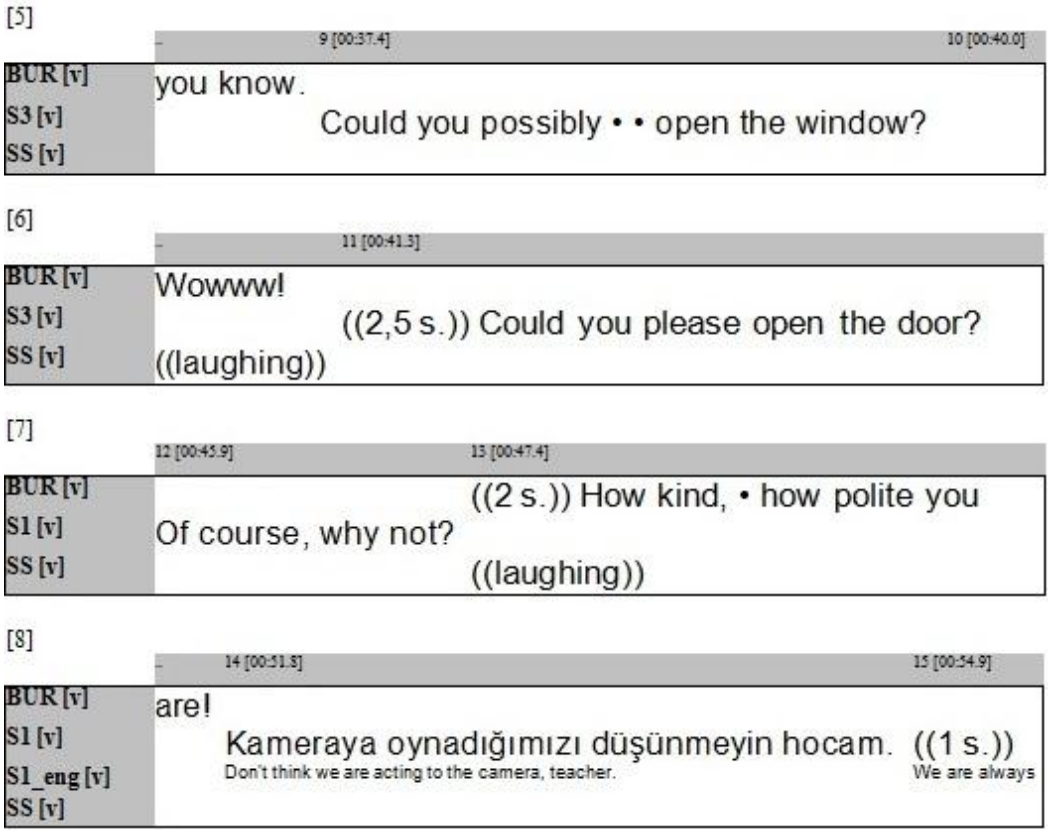
Excerpt 70: ***Semi-colon***



In this example in excerpt 70, when a student cannot pronounce the word *semi-colon* properly, a fellow student is correcting him. By doing that, he is inserting an English word to her speech but continues in Turkish, which is the base language for the speech. Thus, he is using the strategy of inserting an English lexical item to his speech which functions as peer correcting in the code-switched utterance.

4.3.3.5 Humor

Excerpt 71: ***Polite***



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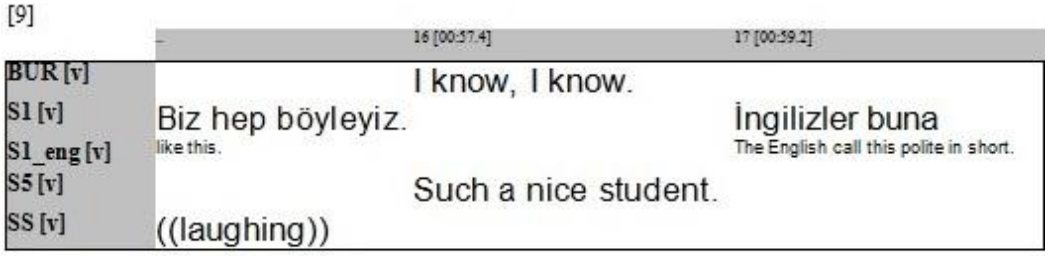

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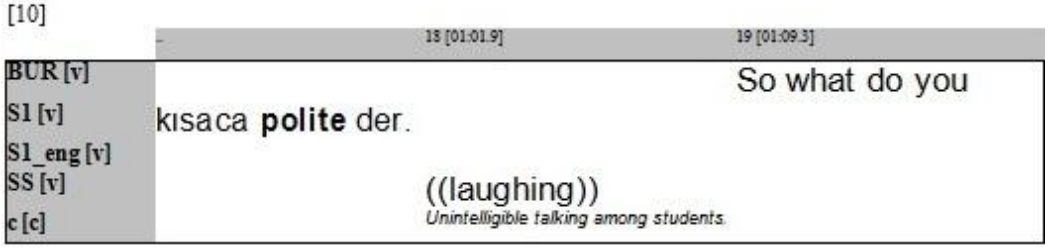
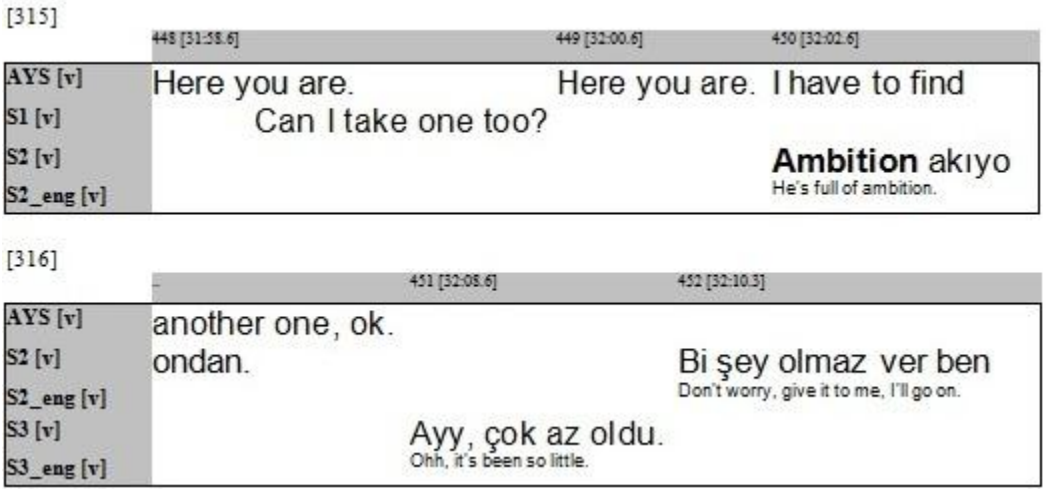


In this example in excerpt 71, when the teacher hears a student say to the other *"Open the window"*, she warns them to be polite to each other. Hearing this, the student makes the sentence as polite as he can by saying *"Could you possibly open the window, please?*" and then adds that they are always as polite and it's not because of the presence of the camera in a funny manner. While the other students are laughing, he makes a joke in utterance 17 saying that *"English people call this polite".* While saying that, he starts the sentence in Turkish, only adding the English word *polite* to his speech; thus using code-switching in forms of inserting an English lexical item to his speech to make a joke.

In except 72, a student is making a comment for his friend's achievement in the task by saying *"Ambition akıyo ondan (He's full of ambition)"*. He does so by inserting the English word *ambition* into his speech, the base language of which is Turkish. On surface level, this code-switching used by the student in forms of inserting and English word to the speech has no function other than being the

student's own stylistic choice since he already knows the Turkish equivalence for the English word *ambition*.

Excerpt 72: ***Ambition***



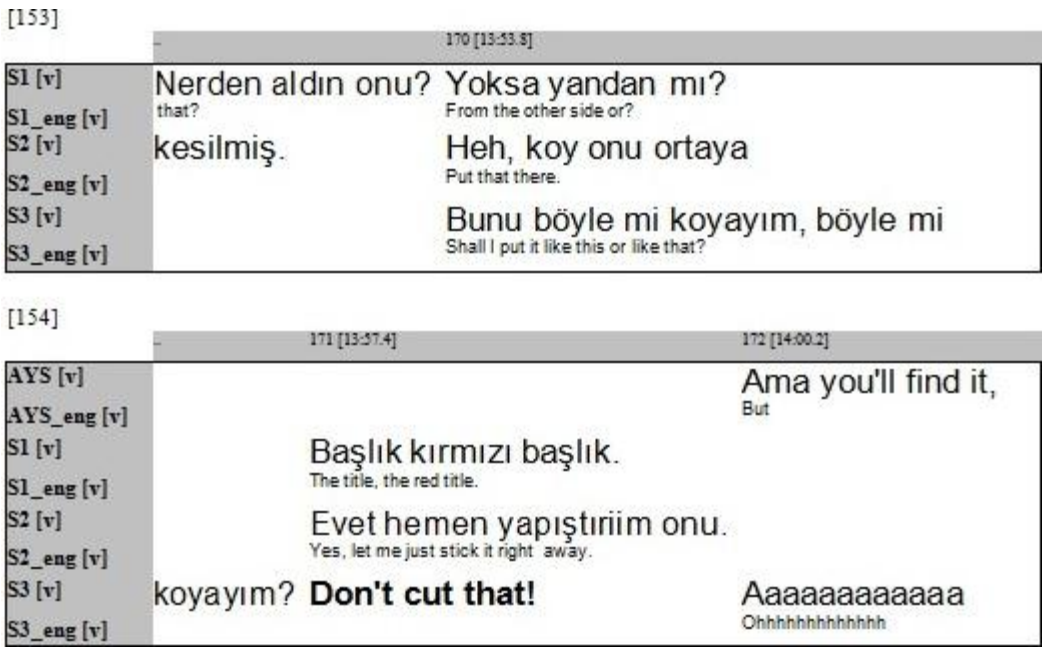
Excerpt 73: ***Chicken translation***

Similar to the previous one, in excerpt 73 the students are involved in the same in-class activity assigned by the teacher. They are discussing the meaning of the word *slave* and after finding the meaning, they are trying to relate it to their

context. In utterance 216, a student compares the situation to a *recruitment* one (*devşirme* in Turkish). However, another student does not like this translation and makes the comment *"chicken translation"* in a funny manner. What she means is that he is making a very bad translation by using the switch to English with *chicken translation*, which is a common term used among Turkish teenagers to mean that the translation is actually a direct one from Turkish with no meaning. Thus, she is making use of a total switch to English by means of code-switching to make a joke.

4.3.3.6 Warning Peer

Excerpt 74: ***Don't cut that!***



In the example in excerpt 74, the students are involved in an in-class activity assigned by the teacher. The teacher gave them randomly cut pieces of paper and they are supposed to match them according to the right order by reading. While the Turkish conversation is going on among them, a student suddenly switches to English to warn a friend who is about to cut the edge of a piece in utterance 171. The interesting thing is that she doesn't do this warning by continuing to speak in Turkish, which she has been doing for the past few minutes, but uses the strategy of switching to English to warn his friend.

4.3.4 Other forms of switches

The other instances of code-switching where the students gave the Turkish versions of English words, or vice versa, functioned as the followings; *asking for clarification*, *building understanding*, *displaying understanding* and *self-repair*. These functions are displayed in examples in the following excerpts from the data.

4.3.4.1 Asking for Clarification

Excerpt 75: ***Slave*** (köle)

Excerpt 75 shows a student's code-switching using the strategy of giving the Turkish equivalence of the English word *slave*. While they are studying in groups to do an in-class activity, a student cannot be sure of the meaning of *slave* and asks his friends the question whether *slave* in English means *köle* in Turkish. Thus, he using code-switching which functions as asking for clarification.

4.3.4.2 Building Understanding

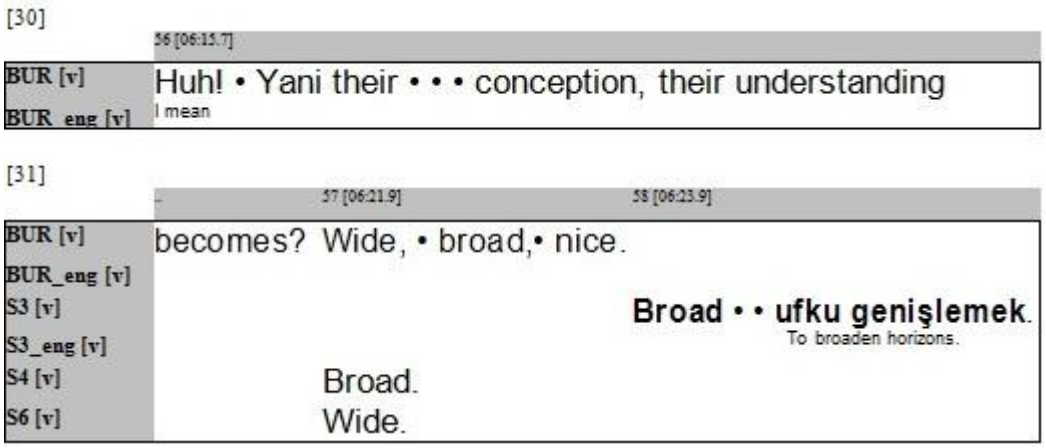
Excerpt 76: ***Slave*** (köle)

In excerpt 76, the student is responding to the question of the student in excerpt 93 in an attempt to build understanding for his friend asking the question. He uses the strategy of giving the Turkish equivalent of the English word *slave*.

4.3.4.3 Displaying Understanding

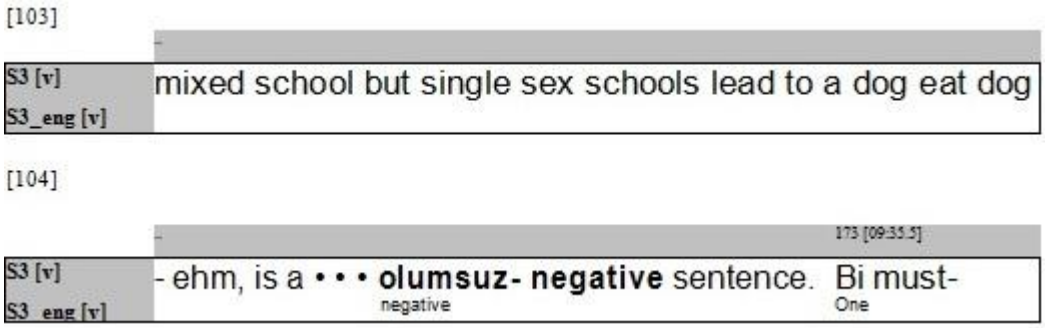
In the example in excerpt 77, the teacher is trying to elicit the word *broaden* from the students by providing prompts in English. When a student gives the answer *broad* in utterance 57, the teacher confirms. However, another student repeats the answer and gives the Turkish equivalence of the word to display that he knows and understands the word. Thus, he uses code-switching in forms of giving the Turkish equivalence which function as displaying understanding.

Excerpt 77: ***Broad*** (Ufku genişlemek)



4.3.4.4 Self-repair

Excerpt 78: ***Olumsuz*** (Negative)



In excerpt 78, a student is trying to explain the meaning of the phrase "a dog-eat-dog situation". While he is doing so, he switches to Turkish towards the end of his speech since she cannot remember the English equivalence for the word *olumsuz* (negative). However, he instantly switches back to English after finding the right word. Thus, using the strategy of giving the English equivalence, he is code-switching for correcting his speech.

4.4 Comparison of the Amount and Functions of Code-switching Used by the Teachers and the Students in Different Levels

In response to the third research question "*Is there a difference between the amount and the functions of the code-switching used in a pre-intermediate and advanced English a foreign language classroom?"* all the switches used by the teachers and the students in different levels were counted.

In counting the occurrences of code-switching, only the bilingual utterances were counted along with the utterances that were considered total switches from either language into the other. In addition to these counted occurrences of code-switching, there were numerous instances of language choice situations where both the students and the teachers changes codes from time to time. However, since these instances were not considered as code-switching, but use of Turkish or English, they were not included in the counting. In other words, if the teacher or the students started a sentence in Turkish and remained in the Turkish language for a few utterances, they were not regarded as the instances of code-switching; so, they were excluded from the data analysis.

Table 4.4: *Total number of occurrences of code-switching at different proficiency levels*

Number of occurrences of code-switching in the data			
	Teacher	Student	TOTAL
Advanced 1	65	22	87
Advanced 2	79	25	104
Pre-intermediate 1	37	43	80
Pre-intermediate 2	99	34	133
Intermediate 1	29	5	34
TOTAL	309	129	

Table 4.4 displayes the total number of code-switching used. As seen in Table 4.4, total number of occurrences of code-switching used in the two advanced classes is 191, whereas the total number of occurrences of code-switching in the two pre-intermediate classes is 213.

However, when the data were observed regarding the use of code-switching per the teachers and the students, it was found out that the teachers used more

code-switching than the students in both advanced and pre-intermediate levels. The reason was probably due to the fact that the dominant speaker in both levels in all classes was the teacher. The lessons were usually carried out in a mode of monologue where the teacher was explaining and the students were either agreeing/disagreeing or asking questions. Most of the time, the students took turns in the conversations when they were asked to answer a question, reading from the book or giving answers. On the other hand, when the talking time of the teachers and the students are compared with the code-switched utterances, the students were observed to use more code-switching. This might be regarded as the natural outcome of Turkish education system where the teacher plays the leading role in the classrooms.

It was found out in the analysis that there were not many differences in terms of both the forms and functions of the use of code-switching in different levels though more number of switches was expected in pre-intermediate classes over the advanced ones. On the contrary, uses of forms and functions of code-switching were observed to be similar in the two levels which suggest that teachers and students do not use code-switching based on their proficiency level of learning/teaching English. It was expected that the total number of code-switching used by the teachers and the students in pre-intermediate level would be more than those used in advanced level. Since the level of proficiency plays a role in the use of the first language in the classroom, both the teachers and the students were expected to use the first language more than that of advanced classes. However, as

can be inferred from the table, there was not a significant difference in the amount of the number of using code-switching in the observed classes (advanced classes: 191; pre-intermediate classes: 213). This might be due to the fact that the university in which the classrooms were recorded employs an English-medium instruction and students, as well as teachers, are expected to use the target language regardless of the proficiency levels. When the teachers of the advanced and pre-intermediate classes are compared, it is observed that the teacher in the advanced class used more code-switching than the one in the pre-intermediate classroom. This observation might be stemming from personal choices of the teachers, rather than according to the level of students. If code-switching functions as a device serving for facilitating understanding, one would expect the teacher of a pre-intermediate classroom to code-switch more than that of an advanced classroom. However, when the levels are compared this was not the case observed in this study.

The forms and functions of code-switching used by the teachers and the students were not diverse. Yet, there were some instances where specific functions were used by specific groups. For instance, functions such as *using campus jargon, displaying understanding* and *humor* were used only by the students. It is interesting to note that teachers never used code-switching for humor, which is an unexpected result for the researcher. Teachers were not strict in the classrooms. They always tried to have close relations with the students. However, it seems that they did not switch to Turkish for humor which shows that they believed they can

have the same effect by using English when they made jokes. Also, functions such as *warning peer, correcting peer* and *complaining* were only used naturally by the students. In the same way, functions such as *eliciting, dealing with a lack of response, inviting participation* were only used naturally by the teacher.

Table 4.5 Distribution of discourse functions used by the teachers, students and both

Distribution of discourse functions used by the teachers, students and both	
Teachers only	Referring to shared knowledge Extending Evaluating Exemplifying Clarifying Changing the topic Giving additional information Eliciting English translation Changing the direction of talk Inviting participation Dealing with a problem Dealing with classroom discipline Making compliments Dealing with a lack of response Dealing with a procedural problem Personalizing Explaining Eliciting Checking for understanding Maintaining group identity Using do construction
Both by the teachers and the students	Disagreeing Self-repair Building understanding Managing the progression of talk Claiming common ground Emphasizing Asking for clarification
Students only	Marking sentence/topic boundary Requesting Lexical compensation Humour Complaining Displaying understanding Using campus jargon Correcting peer Warning peer

Apart from the above mentioned points, there were many overlaps in the functions of code-switching used by both the teachers and the students. This shows that the strategy of employing code-switching in an EFL classroom discourse served, more or less, for the same purposes for both parties. The functions of code-switching that are used by both the students and the teachers are given in Table 4.5.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Presentation

This chapter consists of the summary of the study, the discussion of the results with regard to the previous studies, pedagogical implications, limitations of the study and suggestions for further research.

5.1 Summary of the Study

This study investigated the occurrences of Turkish of English in forms of code-switching in an EFL classroom from the perspectives of both the teachers and the students. In the light of this purpose two advanced level classes, two pre-intermediate level classes and one intermediate level class were observed and the lessons were recorded using a video camera. In total, around 255 minutes of classroom interaction was recorded and the recorded data were analyzed using the transcription software EXMARaLDA.

The transcribed data were analyzed in categorization of their forms, functions and according to what forms and functions the students and the teachers used. Instances where the teachers and the students inserted L1 elements into L2 or

vice-versa were regarded as code-switching as long as the utterances were either bilingual by nature or following right after the other. Other instances where they chose one language over the other and continued their speeches in that language for a few utterances were regarded as language choice. Therefore, occurrences of language choice were not regarded as code-switching and were excluded from the data.

The results of the study suggested that teachers and students use code-switching for varying purposes and of a variety of forms. A detailed discussion of the results will be provided in relation with the previous studies on the same issue in the following sections.

5.2 Discussion of the Results

In this section, the results obtained and analyzed from the data will be discussed in relation to the previous studies in the literature.

5.2.1 Forms of Code-switching

In this study, forms of code-switching were investigated according to the uses of form for the code-switched utterances. The most frequent use of form to be used by the teachers was observed to be the insertion of Turkish *discourse markers*. These discourse markers serve various purposes for the both parties. Unlike studies investigating bilingual discourse markers in code-switched

utterances in different languages (Hlavac, 2006), discourse markers used in this study were mostly Turkish.

One of the main findings of the study shows that the participants use discourse markers quite often and in Turkish. This might be due to several reasons. It was seen in the analyzed data that although the language of instruction in the classrooms were English, the students and the teachers preferred to use Turkish in instances where real communication arose; *real* in the sense that the interaction between the two parties were not bound to the text or the content of the lesson. It might be inferred that English is used for issues related with classroom content whereas students and the teachers prefer their native language when they are in real communication with each other.

These discourse markers are used as connectivity elements (Rehbein et. al., 2007); that is to say, they bring together various speech actions functioning as binding elements between utterances formed even in different languages. They also bear multiple functions depending on linguistic and sociolinguistic contexts. For instance, it was observed that the Turkish discourse marker *yani* does not have only one function in the data.

Additionally, a considerable amount of these discourse markers were used with the same functions in Turkish in terms of their insertion in the sentence, as observed in detail by Özbek (1995). For instance, Turkish discourse marker *ama* (but) was observed to be functioning as disagreement; *yani* (I mean) as self-repair, self-clarification, requesting/asking for clarification, marking topic/sentence

boundary and managing the progression of talk; *mesela* (for instance) as exemplifying; *şey* (well) as managing the progression of talk; *bi de* (also) as giving additional information; *işte* (you see) as marking sentence/topic boundary and *yok* (no, not) as disagreement. Apart from these overlapping functions, the Turkish discourse markers used in this study also functioned differently from the finding of Özbek (1995) since this was a classroom context, rather than a daily conversation between non-students in different places, which was the case in Özbek's (1995) study. Therefore, functions such as building understanding, inviting participation, eliciting English translation, evaluating were not observed in Özbek's (1995) study.

Additionally, teachers might believe that the use of discourse markers in Turkish contributes to students' understanding in L2 or course content. Functions of these discourse markers were either for explaining or exemplifying and the majority of discourse markers were used in Turkish. Considering these two issues, it is inferred that they are doing it on purpose to convey their messages clearly. Using discourse markers, teachers direct students' attention to what is said before or what is going to be said. Within this perspective, in almost all of these forms of switches, Turkish discourse markers used by the teachers serve as signalling devices for the explanations, clarifications etc.

Another frequently used form of code-switching observed in the data functioning for varying purposes was using lexical insertion of one word to the sentence or a phrase consisting of more than one word. Lexical insertions were

observed to function as *dealing with a problem, dealing with classroom discipline, dealing with a lack of response, dealing with a procedural problem in the task, exemplifying, clarifiying, making compliments, personalizing, inviting participation, explaining, eliciting, checking for understanding, lexical compensation, managing the progression of talk, humour, complaining, displaying understanding.* These uses of forms show consistency with what Backus (1999) calls *lexical chunks* or *code-switched chunks*. Therefore, any switches in the form of inserting more than a word are defined as chunking and were considered as insertion of lexical items. These insertions were sometimes bound to the embedded language in morphological ways as in the example *"Topic sentenceına bayıldım"* (I really like your topic sentence) where the Turkish genitive suffix *–I*, second person singular pronoun marker *–n* and the dative case marker *–a* is affixed to the English word *topic sentence*.

Furthermore, other forms of code-switching were also observed to be used by the teachers and the students such as giving Turkish/English equivalences or making translations, using tag switches, using address terms and using quoting. These forms of switches functioned relatively in the same way as the discourse markers and inserting Turkish/English lexical items.

In addition, instances of *'do construction'* were observed as a code-switching form, though rare. This type of switching is similarly observed in Backus's (1996) study where he studied the bilingual speech of Turkish immigrants in the Netherlands. In this type of switching, the Turkish auxiliary

follows the foreign word from the code-switched language and it usually carries the inflection as in the embedded language. Similar structure was observed in forms of inserting certain elements such as infinities, nouns and adjectives to the embedded language in Türker's (2000) study of code-switching with Turkish immigrants in Norway. The use of 'do-construction' is observed a lot in studies related to bilingual constellations such as the Dutch-Turkish and Norwegian-Turkish, as cited above. This shows that the use of 'do-construction' is a characteristic of bilinguals and bilingual constellations. It is not used by foreign language learners as much as it is used by them.

5.2.2 Functions of Teachers' Code-switching

When the analyzed discourse functions of code-switched utterances used by the teachers were investigated, it is observed that they used code-switching for a variety of purposes in various forms. The most outstanding conclusion that can be drawn from the analyzed data of teachers' use of code-switching is that while English is naturally used in instances where the teacher is dealing with delivering the content of the lesson to the students, they had a tendency to switch to Turkish when they were managing the overall discipline in the classroom. Examples of these instances include dealing with a procedural problem such as when the students did not understand the instructions given to carry out a specific in-class assignment or when the teachers were feeling that the students did not respond to the instruction and/or questions in time.

A similar result is observed in Canagarajah's (1995) study, though it was conducted in an ESL context where the students were naturally exposed to English after the classroom as well, contrary to the situation in this study. Yet, the teachers were observed to choose Tamil, the local variety, when they were dealing with procedural problems in the classroom; on the other hand, English was mainly used to deliver lesson content. Similarities in both studies suggest that teachers might feel more confident in their native languages when something is progressing out of their control in the classroom.

In this study, it might also be inferred that the teachers are also aware of the fact that speaking English only with the students in the classroom is not a natural process, since both parties tend to use Turkish in all occasions apart from the classroom interaction. However, the use of code-switching is still a natural process since each switch has a specific function that is deliberately serving a purpose.

When the results of this study are compared with the previous studies investigating the same issue from different perspectives (Yletyinen, 2004; Üstünel, 2004; Boztepe, 2009), there seems to be one common suggestion; code-switching is inevitable and most of the time used deliberatelyin the classroom. Therefore, on the basis of the data of the discourse functions of code-switching, as analyzed in this study, it might be suggested that code-switching is *not* the *alternate* use of two or more languages (Hymes, 1977; Grosjean 2010). It is rather *the deliberate* choice of language in which to word the message better than one could do in another language, though the languages in question might not be in the same status.

As the findings of both the students' and the teachers' data show, each code-switching, or switched code to be more specific, is a *piece* of a *jigsaw puzzle* where each piece has a deliberate function; and without one piece, the whole puzzle is not as meaningful as it is wished to be.

5.2.3 Functions of Students' Code-switching

In this study, functions of code-switching used by the students generally serve to the goal of the lesson content which either involve functions such as lexical compensation, asking for clarification, displaying understanding, asking for clarification etc. while they were in interaction with the teachers; or functions serving to peer interaction among the students.

They code-switched from English to Turkish when they could not find the right word in English, when they tried to manage the progression of their speech and make jokes; in situations related to lesson content such as asking for clarification, disagreeing with an idea, claiming common ground etc. Besides, in instances where they were just switching out of their stylistic choice or using a hybrid language of the campus, they switched from Turkish to English.

Most of the functions found in this study are consistent with similar studies carried out in similar educational contexts. Eldridge (1996) states that code-switching in the classroom is a natural and purposeful phenomenon which facilitates both communication and learning. In his study, majority of the code-switching used in the classroom was highly purposeful and related to the

objectives of the lessons. Code-switching used by the students in this study was also purposeful in most of the cases apart from those where the students switched because of a lack of proficiency in English. This is also a natural process since they tended to switch to Turkish in instances where they made jokes, interacted with their peers as their English proficiency was not enough.

The functions of code-switching used by students in this study is also consistent with the major functions of the study by Gil (2007), who investigated the functions of student code-switching in English-Portuguese EFL context. She concluded that learners switch when they need to maintain the flow of conversation, to fill a linguistic gap, to provide or ask for meanings, to clarify understanding and to ask about grammatical rules.

Moreover, according to Grosjean (2010), the first of the three reasons people need for code-switching is to fill a linguistic gap. It is also one of the major functions of the functions of students' code-switching in this study. In cases where the students could not find the Turkish or English correspondances of the words they were going to say, they used code-switching. Such instances include inserting the Turkish word *bakan* (minister) and the Turkish lexical chunk *fırsat eşitliği* (equality of opportunities). So, this result is consistent with Grosjean's (2010) findings; that is, code-switching for educational purposes.

Though students were not bilinguals who could speak both languages in the same proficiency levels in this study, the fact that students are generally linguistically motivated cannot be neglected, whether they are bilinguals by nature

or speakers of more than one language. The fact that students switch into the language they know best, or they can express themselves better in, is a natural process in this study. This result is consistent with Barredo's (1997) study with Spanish and Basque bilinguals. Hence, it would not be too definite to say that filling the lexical gap of language A with language B is rather expected in similar situations.

Similarly, one of the major findings of Eldridge's study (1996) show that the majority of the examples in the data (twenty-four percent) consisted of code-switched utterances from English to Turkish to ask for clarification or displaying understanding by giving the Turkish equivalence. This result is also in line with the results found in this study which is evidence that students use code-switching mostly for issues related to the content of the lesson.

These afore-mentioned points clearly show that in this study, students and teachers generally use code-switching purposefully for various reasons that are related to their pedagogical development as well as out of their own choices. When this result is considered from the Functional Pragmatic Approach of Ehlich & Rehbein (1986), it might be stated that the personal goals of the actants are always related to the purposes structurally.

5.2.4 Use of Code-switching in Different Levels

One of the aims of this study is to compare the uses of code-switching in terms of proficiency levels in the observed classes along with investigating the

forms and discourse functions of students' and teachers' code-switching. In order to make this comparison, total number of instances of code-switched utterances was counted where code-switched utterances were considered as those used in bilingual sentences or utterances following right after the other. Instances where the both parties chose one language over the other and remained on that language for a while were regarded as language choice; thus, not included in the total number of code-switched utterances.

It was found out that there were not many differences in terms of both the forms and functions of the use of code-switching in different levels though more number of switches was expected in pre-intermediate classes over the advanced ones. On the contrary, uses of forms and functions of code-switching were observed to be similar in the two levels which suggest that teachers and students do not use code-switching based on their proficiency level of learning/teaching English. Though the comparision of code-switched utterances per the teachers and the students was beyond the scope of this study, it needs consideration to note that when the talking time allocated to the teachers and the students in the classrooms is further analayzed, it is observed that the code-switched utterances of the students were more than that of the teachers. Whether this stems from the proficiency levels of the students or the power relations in the classroom could be a subject for another research.

As stated in the beginning of the study, there are not many studies in the literature that compare the use of code-switching in different levels. However,

Gil's (2007) study, which also investigated an EFL context with Portuguese learners, made a similar comparison between beginner and pre-intermediate classrooms, where there were also no differences observed. This might suggest that code-switching in EFL classes is not necessarily dependent on the proficiency level and that it is more a phenomenon related with speakers' own choices as well as their needs.

5.3 Pedagogical Implications

This study makes a distinction between code-switching used in everday life and in educational settings. In this study, code-switched have certain aims and they differe from the ones in intercultural settings. Unlike code-switching in intercultural settings, the speakers do not have equal competency in both languages; that's why, code-switched utterances differ in this study as they are mostly intentional switches from the target language to be learned to mother tounge of the educational settings.

The use of first language in teaching and/or learning a target language has always been discussed greatly. One side supported as much as the others opposed. The findings of this study might be useful in finding a way between those two edges; that code-switching is a natural and deliberate process that both enhances student learning and eases teachers' delivering messages in a clearer way. Teachers, educators and education policy makers can benefit from the findings of this study as well as students considering the following aspects;

- Use of code-switching in foreign language classrooms in forms of using the first language is not necessarily something that should be avoided. On the contrary, successful and planned uses of code-switching, as teachers and students did in this study, enhances learning, helps students express themselves better, helps teachers to avoid misunderstandings in any part of delivering lesson content.
- Teachers might overcome many problems related with classroom discipline or clarify their messages in a better way using the common language of the classroom. In foreign language classrooms in Turkey, teachers cannot avoid the fact that no matter what they do, their students will always have a tendency to use their first language. Instead of regarding this as the insufficiency of the learners, they might just make use of it by choosing the right strategy in the right place.
- Students might be able to express themselves better when they are allowed to code-switched when they feel the need to. Language learning is eventually a natural process and any attempt to hinder this natural process by discouraging them in forcing to use the target language even if they cannot at specific situations.

Within the framework of the dilemma of using Turkish in EFL classrooms or going with the full use of English, which forms the basic interest of studying such a topic in this thesis, it might be concluded that the use of L1 in foreign language classrooms bring a practical dimension to the debate. As the results of

this thesis clearly show, the use of L1 in forms of code-switching serves a number of functions that facilitate students' learning. As Storch & Wiggleswoth (2004) state, the use of L1 in language classrooms enlists and maintains interest in the task as well as developing strategies and approaches to make a difficult task more manageable. It is natural for teachers and students to switch to Turkish, or any corresponding language in different FL classrooms, when they have difficulty in understanding or conveying what is to be understood and conveyed.

Similarly, on the side of the teachers, concluding and inferring from the results of this thesis, the rationale Macaro (1997) enlisted for the use of L1 in foreign language classrooms, which are using the first language for giving instructions about activities, translating and checking comprehension, giving individual comments to the students, giving feedback and disciplinary purposes, are also observed in this study. Therefore, the results of this thesis might also relevantly provide an insight to the debate of using L1 versus TL in foreign language classrooms. It makes theoretical and practical sense for the teachers to switch to L1 in FL classrooms as well as for the students.

In line with the arguments above, Table 5.1 gives the functions of code-switching specific to the educational setting of this study, which differ from that of code-switching in naturally bilingual or intercultural settings. These switches function as making a common ground between the teachers and the students, to come to a common basis clearing misunderstandings. In the classroom, everday

language is not the target language, which is English, but the source language Turkish, which is mutually shared by the two parties.

Table 5.1 Educational functions of code-switching from the data

Educational functions of code-switching from the data	
Referring to shared knowledge	Explaining
Extending	Eliciting
Evaluating	Checking for understanding
Exemplifying	Building understanding
Clarifying	Emphasizing
Giving additional information	Asking for clarification
Eliciting English translation	Lexical compensation
Inviting participation	Displaying understanding
Dealing with a problem	Using campus jargon
Dealing with classroom discipline	Correcting peer
Dealing with a lack of response	Warning peer
Dealing with a procedural problem	

5.4 Limitations of the Study and Suggestions for Further Research

This is a case study conducted with observing two pre-intermediate classes, two advanced classes and one intermediate class at Middle East Technical University, School of Foreign Languages, Department of Basic English where English is learned as a foreign language. Since the medium of instruction in METU is English, the use of Turkish, especially by the teachers, in the classes is not preferred and much approved. Therefore, generalizations for all foreign language classes cannot be made. It is suggested that a more comprehensive study is conducted with different universities, including different levels to have a better picture of the use and discourse functions of code-switching in foreign language classrooms.

Furthermore, analysis of data in this study is based on classroom observations of the data recorded. Future studies might include and investigate the beliefs and thought of the both parties to have a detailed analysis of the forms and functions of code-switching.

Also, longitudinal studies might be conducted both in and out of the classroom the compare the effect of time in determining the functions of code-switching in a detailed perspective.

It is hoped that this study provides a glimpse of how code-switching is used in foreign language classrooms in a Turkish educational setting and that it provides a framework for further studies of code-switching in foreign language classrooms in other settings. All in all, as Sert (2005) acknowledges, if code-switching is a phenomenon related to the daily discourse of any social group, language classroom is certainly one and code-switching may provide insights for language classrooms as well.

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APPENDICES

APPENDIX 1: TRANSCRIPTION CONVENTIONS

Timing	
•	Indicates a very short pauses
• •	Indicates a pause shorter than 0.5 second
• • •	Indicates a pause shorter than 1 second
((3s.))	Indicated a pause of 3 seconds
Tone	
Hḿ	Rising tone
Hm̀	Falling tone
Hm̂	Rising-falling tone
Hm̌	Falling-rising tone
Delivery	
,	Indicates a continuing utterance with slight upward or downward contour that may or may not occur at the end of a turn constructional unit
.	Indicates an end of an utterance
?	Rising vocal pitch or intonational contour at the conclusion of an utterance
!	Indicates the conclusion of a utterance delivered with emphatic tone
-	Indicates a repair in the speaker's utterances
Other	
(( ))	The text in-between the double parentheses indicate the non-verbal speech action of the speaker
XX	Indicates an unintelligible utterance

APPENDIX 2: A SAMPLE TRANSCRIPTION FROM THE DATA

Advanced(1)_AD

Project Name: UA_MA_THESIS_Transcription
Referenced file: G:\Min Dejlige Afhandling =)\VIDEO DATA\15032012advanced\15032012ADVANCED1_ayşe_demirtaş_42m34s.MPG
Transcription Convention: HIAT

Speakertable

AYS
Sex: f
Languages used: eng; tur
L1: tur
L2: eng

AYS_eng
Sex: f

S1
Sex: m
Languages used: eng; tur
L1: tur
L2: eng

S1_eng
Sex: m

S2
Sex: m
Languages used: eng; tur
L1: tur
L2: eng

S2_eng
Sex: m

S3
Sex: f
Languages used: eng; tur

L1: tur
L2: eng

S3_eng
Sex: u

SS
Sex: u
Languages used: eng; tur
L1: tur
L2: eng

SS_eng
Sex: u

S4
Sex: f
Languages used: tur; eng
L1: tur
L2: eng

S4_eng
Sex: u

S5
Sex: m
Languages used: tur; eng
L1: tur
L2: eng

S5_eng
Sex: u

S6
Sex: m
Languages used: tur; eng
L1: tur
L2: eng

[1]

	0 [00:00.0] 1 [00:03.5]
AYS [v]	to go by the book • • • and do something different. Now • •

[2]

	.. 2 [00:05.5] 3 [00:07.5]
AYS [v]	are you comfortable over there? Yes? ok. • • now, first of
S1 [v]	Yes, yes.

[3]

	.. 4 [00:15.0]
AYS [v]	all • • • aa, let's turn off the lights. Today, we will be, aa
[c]	*noise of the camera*

[4]

	..
AYS [v]	((2,5 s)) dealing with the Ottoman Empire, I told you
[c]	

[5]

	.. 5 [00:25.0]
AYS [v]	before. • • • Are you interested in the Ottoman Empire?
[c]	

[6]

	6 [00:27.7] 7 [00:29.5]
AYS [v]	Everybody these days I think it's a very • •
S1 [v]	yeaaaa
S3 [v]	yes
SS [v]	yes (laughing)
[c]	*noise of the chair moving*

[7]

	.. 8 [00:36.4]
AYS [v]	ehm • trendy topic these days. And we were just talking
[c]	

[8]

	..
AYS [v]	before • • you came in, everyone is watching the TV

[9]

	.. 9 [00:43.9]
AYS [v]	series. Is there anyone who hasn't watched the TV series

[10]

	.. 10 [00:48.0] 11 [00:49.3] 12 [00:51.9]
AYS [v]	at all? You have no idea? • • • Ok
S2 [v]	No • • • I don't watch TV

[11]

	.. 13 [00:56.9]14 [00:57.6]
AYS [v]	aa so you don't know a person called Hürrem? You
S2 [v]	No.

[12]

	..
AYS [v]	don't know a woman called Hürrem ama • yani • • I think •

[13]

	.. 15 [01:02.6] 16 [01:03.8]
AYS [v]	you should. di mi?Who likes Hürrem? who • what can you

[14]

	.. 17 [01:08.3]
AYS [v]	tell us about her personality? you
S3 [v]	I don't like her (laughing)

[15]

	.. 19 [01:11.6] 20 [01:13.4]
AYS [v]	don't like her? My son is in love with her
S3 [v]	(laughing) I've changed my

[16]

	.. 21 [01:15.4]
AYS [v]	What do you, what can you say about her
S3 [v]	decision.

[17]

	..
AYS [v]	personality if you were to • define her • • aa describe her

[18]

	.. 22 [01:26.1] 23 [01:27.4]
AYS [v]	with just one word, one adjective, which adjec- yes, that
S3 [v]	ambitious

[19]

	..
AYS [v]	was what I was expecting • ambitious • • very ambitious,
S3 [v]	selfish

[20]

	.. 24 [01:32.8]
AYS [v]	right? But apart from being ambitious, I think she is a nice
S3 [v]	

[21]

	.. 25 [01:36.9] 26 [01:38.9] 27 [01:41.0]
AYS [v]	girl beautiful? hm hm, I think she's
S3 [v]	yes • and • beautiful XX

[22]

	..
AYS [v]	beautiful too, a- ama her only • flaw• • in- the only flaw in

[23]

	..
AYS [v]	her personality I think is • • • ehm ambition, very ambitious

[24]

	28 [01:53.0]
AYS [v]	• • • Now I'm going to • • just google • it • • • and then

[25]

	..
AYS [v]	Burak you will help me find the ((2 s.)) we have a file here,

[26]

	.. 29 [02:05.3] 30 [02:07.3]
AYS [v] **S1 [v]**	right? Is it already in-? ((1,5 s)) Is it here? this word file? yes

[27]

	31 [02:11.1] 32 [02:11.8]
AYS [v] **S1 [v]**	ok ((5 s.)) well ((2 s.)) yes ((3 s.)) I just want to have yes

[28]

	..
AYS [v]	a look in general • what we can find in google about the

[29]

	.. 33 [02:29.5] 34 [02:34.6]
AYS [v]	Ottoman Empire. ((2 s.)) What's wrong? No internet? ((2
AYS_eng [v]	

[30]

	.. 35 [02:37.1] 36 [02:38.2]
AYS [v]	s.)) Neyse.
AYS_eng [v]	Whatever
S1 [v]	Ders iptal ((laughing))
S1_eng [v]	The lesson is cancelled.
S2 [v]	Bilgisayar kötü • •
S2_eng [v]	The computer froze bad.

[31]

	.. 37 [02:39.9]
AYS [v]	It doesn't • really matter • because we are prepared
S2 [v]	takıldı.
S2_eng [v]	

[32]

	.. 38 [02:45.6]
AYS [v]	anyway. Ok • • • now here we have a map of the Ottoman

[33]

	.. 39 [02:50.9]
AYS [v]	Empire. • • • I'll • • come have a look from this part of the

[34]

	.. 40 [02:55.7] 41 [02:59.0]
AYS [v]	class. What does this map mean to you? When we look at

[35]

	..
AYS [v]	the map • • • yani what do you think • • about the Ottoman

[36]

	.. 42 [03:05.5] 43 [03:10.3]
AYS [v]	Empire? ((1 s.)) which words? • • which verb?
S3 [v]	largely

[37]

	.. 44 [03:11.7] 45 [03:13.7]
AYS [v]	spread, yes, spread is a good verb. Yes Doğa, do you
S3 [v]	spread

[38]

	.. 46 [03:15.5] 47 [03:15.9]
AYS [v]	have a question? Ok • • Aaa • in which parts of the
S3 [v]	no

[39]

	.. 48 [03:23.0]
AYS [v]	world has the Ottoman Empire spread? It's all over the

[40]

	.. 49 [03:24.8] 50 [03:27.3]
AYS [v]	place, huh? All over the place How did they manage to

[41]

	.. 51 [03:32.2] 52 [03:34.7]
AYS [v]	blank all this area? What's the • verb I'm looking for? How
S1 [v]	
S3 [v]	

[42]

	.. 53 [03:37.6]
AYS [v] **S1 [v]** **S3 [v]**	did they manage to-? Yes very good • • conquer, how is it capture? conquer?

[43]

	.. 54 [03:44.2] 55 [03:46.3]
AYS [v] **SS [v]**	spelled? How do we spell conquer? c-o-n, c-o-n-q-u-e c-o-nq-u

[44]

	.. 56 [03:51.2]
AYS [v] **SS [v]**	-r, conquer So how do you think they conquered the whole

[45]

	.. 57 [03:56.2] 58 [04:02.0]
AYS [v] **S3 [v]**	area? Nice • and • smoothly ahh with tender feelings ehm strong

[46]

	.. 59 [04:04.0]
AYS [v] **S3 [v]**	• • • So • they were warring, they were warring most army

[47]

	.. 60 [04:12.9]
AYS [v]	of the time, huh? conquering other people's lands? Do you

[48]

	.. 61 [04:14.8]	
AYS [v]	agree with me? yani • • ahh • • • can anybody justify the	
AYS_eng [v]	I mean	

[49]

	..	
AYS [v]	fact that they were conquering other people's • aşağı	
AYS_eng [v]	I'm scrolling down	

[50]

	.. 62 [04:27.9]		63 [04:32.6]
AYS [v]	iniyorum • other people's land? Burdan mı? here?		Aşağı in,
AYS_eng [v]	From here?		Scroll down, ok

[51]

	.. 64 [04:35.7]	65 [04:37.4]	66 [04:46.1]	
AYS [v]	hah tamam tamam	Nerde? ((6 s.)) Bu mu?	Hiç böyle bir şey	
AYS_eng [v]	ok	Where? This one?	I have never experienced	

[52]

	.. 67 [04:50.2]	68 [04:53.8]	
AYS [v]	gelmedi başıma. Azcık daha yukarı	((11 s.)) Ok here we	
AYS_eng [v]	anything like that. A little bit up.		

[53]

	..	69 [05:10.2]
AYS [v]	have some information and I can scroll down right? ((4 s.))	

[54]

	.. 70 [05:16.5]		71 [05:21.2]
AYS [v]	Is it gone?	Now I can scroll down? hm	((1,5 s.))
S1 [v]	You can now		

[55]

	..
AYS [v]	The Ottoman Empire continued to be a preeminent culture

[56]

	.. 72 [05:28.9]
AYS [v]	and military power until the seventeenth century Ahhhh

[57]

	..
AYS [v]	this is not the information I'm looking for at the moment

[58]

	73 [05:35.1]
AYS [v]	Ok, • now • • • you can have a look, can you see? Can you

[59]

	.. 74 [05:40.9]
AYS [v]	all see? Let's have a look at the information about him.

[60]

	75 [05:44.4]
AYS [v]	The thing I like about this paragraph is he was the sultan

[61]

	.. 76 [05:49.7]
AYS [v]	of the Ottoman Empire This fifteen century water colour

[62]

	.. 77 [05:54.9]
AYS [v]	shows in a peaceful pose. However, yani the reality was
AYS_eng [v]	I mean

[63]

	.. 78 [05:58.3]
AYS [v] **AYS_eng [v]**	different. One of Mehmet's first acts as Sultan was to have

[64]

	.. 79 [06:04.5]
AYS [v]	his infant brother strangled to ahh prevent further civil

[65]

	.. 80 [06:08.4] 81 [06:11.9]
AYS [v]	wars. So he had a reason for strangling his brother. He

[66]

	..
AYS [v]	didn't want • ehm • • he wanted to prevent further civil

[67]

	.. 82 [06:17.3] 83 [06:20.8]
AYS [v]	wars. His reign was one of ceaseless campaigning, ehm I'm

[68]

	..
AYS [v]	not going to tell you the meaning of campaigning, which

[69]

	..
AYS [v]	extends the Empire to include most of the Balkans,

[70]

	..
AYS [v]	Greece, Anatolia, the upper XX and sections of the Black

[71]

	.. 84 [06:31.1]
AYS [v]	Sea coast. So we can see, • • ehm • you find the names of

[72]

	..
AYS [v]	all the areas he conquered, and what is the meaning of

[73]

	.. 85 [06:41.2] 86 [06:44.8]
AYS [v]	strangle?• • • You know what strangle means? What kind

[74]

	.. 87 [06:49.0] 88 [06:50.3]
AYS [v]	of a • act of killing is strangle? Yani, they suff-
AYS_eng [v]	I mean
S1 [v]	Boğmak
S1_eng [v]	Smother

[75]

	.. 89 [06:53.0] 90 [06:53.9] 91 [06:56.5]
AYS [v]	suffocate hı hı, evet people cannot breath. Is
AYS_eng [v]	yes
S3 [v]	lack of air

[76]

	..
AYS [v]	there a spes- specific reason why the Ottomans preferred

[77]

	.. 92 [07:03.2]
AYS [v]	to, ahh, strangle their kids, brothers ect?
S2 [v]	Yes because

[78]

	..
S2 [v]	they believed that the right to rule was • • ehm ascended

[79]

	..	93 [07:11.7]94 [07:12.7]
AYS [v]		Hm̓
S1 [v]		cause they
S2 [v]	from God ehm to the • • ehm royal family.	It was
S3 [v]		except

[80]

	..	95 [07:17.3]
AYS [v]		They don't want to shed
S1 [v]	don't want to put • • • blood	
S2 [v]	called "kut" or something like that	
S3 [v]	blood, I think	

[81]

	..	96 [07:19.3]
AYS [v]	blood. I think, right because it is not-	
S2 [v]		a descendent from

[82]

	..
AYS [v]	
S2 [v]	God, the right to rule, it was called Kut or something like

[83]

	..	97 [07:30.6]
AYS [v]		So that's the reason why
S2 [v]	that before in ehm Middle Asia.	Yes

[84]

	..
AYS [v] **S2 [v]**	they preferred to strangle • • • rather than, ehm you know

[85]

	.. 98 [07:38.9]
AYS [v] **S2 [v]**	blood shed- shedding blood. Ok, now I have an activity for

[86]

	.. 99 [07:44.2]
AYS [v]	you, let me see if • there is • • So, here we see a peaceful

[87]

	.. 100 [07:50.8]
AYS [v]	pose of • • ahh Mehmet the second ((3 s.)) Hm, I want you

[88]

	.. 101 [07:57.3]
AYS [v]	to read this information. ((7 s.)) yea how did it ever start?

[89]

	102 [08:07.9]
AYS [v]	The Turkish tribes that founded the Ottoman Empire were

[90]

	.. 103 [08:13.1]
AYS [v]	originally farmers semi nomadic farmers • who inhabited

[91]

	.. 104 [08:17.1]
AYS [v]	the steps of central Asia. I think this is very interesting

[92]

.. 105 [08:20.5]

AYS [v] information. Uhmmmm, Turkish tribes made contact with

[93]

..

AYS [v] the Islamic world through trade, warfare and missionaries.

[94]

106 [08:26.4] 107 [08:32.0]

AYS [v] They were also used as slave warriors by the XXX. Aaaa,

[95]

..

AYS [v] th- the that's the Islamic Empire based in Bergderd • • •

[96]

.. 108 [08:41.1]

AYS [v] and this led to the conversion of the Turks to Islam. ((2 s.))

[97]

..

AYS [v] The Ottoman lands in Anatolia bordered wealthy non-

[98]

..

AYS [v] muslim areas which brought opportunities for expansion.

[99]

109 [08:50.9]

AYS [v] Before the influx, you remember the meaning of influx?

[100]

	110 [08:54.7] 111 [08:55.6]
AYS [v]	Increase aaa of the muslim Turkish tribes,
S1 [v]	Increase.
S3 [v]	Increase.

[101]

	..
AYS [v]	Anatolia was rule by the • • how do you pronounce this

[102]

	.. 112 [09:03.6] 113 [09:08.6] 114 [09:09.8]
AYS [v]	word? ((3 s.)) You know the pronunciation?
S1 [v]	Byzantine

[103]

	.. 115 [09:11.1] 116 [09:12.0]
AYS [v]	Byzantine There are two, aaa, different
S3 [v]	Bizantine?

[104]

	..
AYS [v]	pronunciations; Byzantine and Bizan- the other one we

[105]

	.. 117 [09:19.2] 118 [09:21.8]
AYS [v]	talked about it, Bizantine Byzantine It was, aa, it was rule
SS [v]	Byzantine

[106]

	..
AYS [v]	by the Byzantine Empire. It was inhabitied mainly with

[107]

	..
AYS [v]	small communities of settled, this is interesting

[108]

	.. 119 [09:35.9]
AYS [v]	information, before the Turks came into Istanbul. Aaaa

[109]

	.. 120 [09:40.2]
AYS [v]	who was over, who was already over there? The Greek

[110]

	.. 121 [09:43.0]
AYS [v]	Christian farmers. Aaa • • not, of course, this is aa not only

[111]

	..
AYS [v]	Istanbul, it also talks about the large town • which we call

[112]

	.. 122 [09:53.2]
AYS [v]	İznik right now. So it was inhabited by Christians and • •

[113]

	.. 123 [09:59.3] 124 [10:01.0]
AYS [v]	Greek Christian farmers. And then what happened? Now • •

[114]

	.. 125 [10:05.2]
AYS [v]	I am going to • ask you to do an activity. First we are going

[115]

	.. 126 [10:07.2]
AYS [v]	to get into groups. Aaa • let's form the groups first, so that

[116]

	.. 127 [10:14.9]
AYS [v]	you can start • aaaa producing something. Do you have
AYS_eng [v]	

[117]

	..
AYS [v]	any special aaa • • requests hani, hocam let's get into
AYS_eng [v]	like, teacher

[118]

	..
AYS [v]	groups, I want to be with my friends, I don't want to move I'
AYS_eng [v]	

[119]

	.. 128 [10:25.6]	129 [10:27.8]
AYS [v]	m too tired?	You want to just, you want
AYS_eng [v]		
S3 [v]	The second one.	
SS [v]		((laughing))

[120]

	.. 130 [10:34.2]	
AYS [v]	to just ehhm yani I can group you like five, five, five.	Yes?
AYS_eng [v]	I mean	
S1 [v]		yes
S2 [v]		ok
S3 [v]		it's fine
SS [v]		

[121]

	.. 131 [10:38.0]
AYS [v]	Ok? Is that ok? So the four of you, I want five groups. How
S1 [v]	yes
S2 [v]	
S3 [v]	
SS [v]	something good

[122]

	.. 133 [10:44.8]
AYS [v]	many people are • • • there in the classroom today?
S3 [v]	bir iki
S3_eng [v]	one two three

[123]

	.. 134 [10:46.9]
AYS [v]	Can we form five groups • with
S3 [v]	üç dört, dördüncü grubuz.
S3_eng [v]	four, we are the forth group.

[124]

	.. 135 [10:50.2] 136 [10:51.3] 137 [10:52.9]
AYS [v]	four people? sixteen Let's have • four
S1 [v]	yea, it's sixteen

[125]

	.. 138 [10:56.5] 139 [11:01.5]
AYS [v]	groups of four people then. The four of you
S1 [v]	Hocam, we are
S1_eng [v]	Teacher

[126]

	.. 140 [11:03.1] 141 [11:05.2]
AYS [v]	seventeen only one, I'll put you in a group, aaa
S1 [v]	seventeen
S1_eng [v]	
S3 [v]	one group ready

[127]

	.. 142 [11:10.0] 143 [11:14.4]
AYS [v]	you'll be fine ok? So we have four groups. Now I'm going to
S3 [v]	
[c]	*noise of chairs moving*

[128]

	.. 144 [11:19.4]
AYS [v]	give you the material. No what do you think you're going
[c]	

[129]

	.. 145 [11:22.0] 146 [11:24.0]
AYS [v]	to do? You're going to create posters evet, of the aaa • • •
S3 [v]	ayyy çok güzellll
S3_eng [v]	ohhh so niceee

[130]

	.. 147 [11:31.8]
AYS [v]	the chronological order of the Ottoman Empire. Now, this
S3 [v]	
S3_eng [v]	

[131]

	..
AYS [v]	information • aaa that you see right now • is • the very

[132]

	.. 148 [11:40.7]
AYS [v]	beginning of the Ottoman Empire, how it all started. Now I

[133]

	.. 149 [11:44.9] 150 [11:47.6]
AYS [v]	• • where are we aaaa? Ok, you have one of these. Thank

[134]

	.. 151 [11:49.2]
AYS [v]	you so much! Now here is the material • • after I give you •

[135]

	..
AYS [v]	all the materials, I'm going to give you ((2 s.)) more

[136]

	.. 152 [12:00.8]
AYS [v]	detailed instructions. ((3 s.)) group ((2,5 s.)) ok. This group

[137]

	..
AYS [v]	is six? No you are five. Ok. Hey you are not in this group.

[138]

	..153 [12:29.9]
AYS [v]	Now the instructions ((2 s.)) aaa you have this blank piece

[139]

	.. 154 [12:37.9]
AYS [v]	of cartoon. You are going to put all these papers • • into
S3 [v]	Acaba şunu şöyle mi yapsak?
S3_eng [v]	Shall we do it like that?
[c]	*noise of the chair moving*

[140]

	.. 155 [12:44.2]	156 [12:45.6]
AYS [v]	the right order. Chronological order.	There is a story here,
AYS_eng [v]		
S3 [v]		kronolojik sraya
S3_eng [v]		We will put them in the chronological
[c]		

[141]

	..
AYS [v]	the story starts like this, the Turks, işte I'm starting your
AYS_eng [v]	I mean
S3 [v]	koycakmışız.
S3_eng [v]	order.

[142]

	.. 157 [12:51.5]
AYS [v]	story. Now, what happened işte ((the screen goes off))
AYS_eng [v]	I mean
S3 [v]	en başta bunu yapıcaz, bu ne yaa? Neyin devamı
S3_eng [v]	we'll do this one in the beginning, what is this? I mean following what?

[143]

	.. 158 [13:01.8]
AYS [v]	((4,5 s.)) now you have the beginning of the story. You
AYS_eng [v]	
S3 [v]	yani?
S3_eng [v]	

[144]

	..	159 [13:07.2]
AYS [v]	have all the aaa little pieces of paper.	((laughing)) evet we
AYS_eng [v]		yes
S1 [v]		Uhusu olmayan
S1_eng [v]		I can sell the glue to those who don't

[145]

	..	160 [13:11.0]
AYS [v]	have the glue. You are going to • • • read ((2 s.)) the	
AYS_eng [v]		
S1 [v]	varsa satabilirim.	
S1_eng [v]	have it.	

[146]

	..	161 [13:19.6]
AYS [v]	information, there are pictures and everything.	Ama böyle
AYS_eng [v]		But you will not put
SS [v]		aaaaa

[147]

	..
AYS [v]	şekillerine göre ee sıraya koymayacaksınız, okuyarak • •
AYS_eng [v]	them in order according to their shapes like that, by reading, by reading I mean.
SS [v]	aaaaa

[148]

	..	162 [13:27.4]	163 [13:29.4]
AYS [v]	okuyarak yani. It's not a puzzle, ok?	Yani I tried • • • I tried	
AYS_eng [v]			
SS [v]			

[149]

	.. 164 [13:35.9]
AYS [v]	to mix it up as • much as I can. bunu? aa no someone else

[150]

	.. 165 [13:39.8]	166 [13:42.0]
AYS [v]	did this for me. I'm going to	cut this.
S2 [v]		Yok ya zaten
S2_eng [v]		Doesn't matter, you'll look at the
S3 [v]	Ama onu almasaydınız.	
S3_eng [v]	But you shouldn't have taken that.	

[151]

	.. 167 [13:45.9]	168 [13:47.6]
AYS [v]	Aysel you didn't cut it.	
S1 [v]		Hocam
S1_eng [v]		Teacher I think we'll
S2 [v]	altaki şeyine bakcaksın.	yok yok
S2_eng [v]	thing below.	No no, according to

[152]

	..	169 [13:50.5]
S1 [v]	bunu bi yere uydursak bence olur.	Aaa tüh başlığı kestim.
S1_eng [v]	fit this somewhere anyhow.	Ohh alas! I've cut the title. Where did you get
S2 [v]	bak bence onu şöyle yapalım.	Evet bak bu çok dar
S2_eng [v]	me, let's do that in that way.	Yes, see this is cut so narrow.
S3 [v]		Biliyorum Allah Allah!
S3_eng [v]		I know, for God's sake!

[153]

	..	170 [13:53.8]
S1 [v]	Nerden aldın onu?	Yoksa yandan mı?
S1_eng [v]	that?	From the other side or?
S2 [v]	kesilmiş.	Heh, koy onu ortaya
S2_eng [v]		Put that there.
S3 [v]		Bunu böyle mi koyayım, böyle mi
S3_eng [v]		Shall I put it like this or like that?

[154]

	..	171 [13:57.4]	172 [14:00.2]
AYS [v]			Ama you'll find it,
AYS_eng [v]			But
S1 [v]		Başlık kırmızı başlık.	
S1_eng [v]		The title, the red title.	
S2 [v]		Evet hemen yapıştıriim onu.	
S2_eng [v]		Yes, let me just stick it right away.	
S3 [v]	koyayım?	Don't cut that!	aaaaaaaaaaaa
S3_eng [v]			ohhhhhhhhhhhh

[155]

	..	173 [14:05.8]
AYS [v]	you will figure it out anyway.	
AYS_eng [v]		
S1 [v]		Allah Allah!
S1_eng [v]		Really!
S3 [v]		Ama bütün şey değil bence
S3_eng [v]		But I think it's not the whole thing.

[156]

	.. 174 [14:12.0]	175 [14:17.0]
AYS [v]	And I'll give you one picture.	
S1 [v]		Orda bu vardı.
S1_eng [v]		There was this over there.
S2 [v]	Daha eğlenceli olur.	
S2_eng [v]	It's more fun.	
S3 [v]	ya. Bu ikisi uymuyo ki.	Şunu hemen yapıştır, en
S3_eng [v]	These two do not much at all.	Stick this right away, there's this one on top.

[157]

	.. 176 [14:22.2]
AYS [v]	Bu fazla.
AYS_eng [v]	This is extra.
S1 [v]	Bunların hepsini bu kartona mı yapıştırıcaz?
S1_eng [v]	Will we stick all of these on the cartoon?
S3 [v]	başta bu var.
S3_eng [v]	

[158]

	177 [14:24.9]	178 [14:29.2]	179 [14:31.4]
AYS [v]		Here you are.	You have this, ha şunu
AYS_eng [v]			did I take this one
S1 [v]	En son altakiydi ya.		
S1_eng [v]	The last one was the one below.		

[159]

	..	180 [14:34.8]
AYS [v]	mu almıştım ben sizden?	Evet, aslında I was supposed to
AYS_eng [v]	from you?	Yes, actually

[160]

	..	181 [14:39.7]
AYS [v]	cut this too ama I sadece did it for me.	So, you are lucky.
AYS_eng [v]	but	
S1 [v]		Bunu da mı şöyle
S1_eng [v]		Shall we also put it like that?

[161]

	..	182 [14:44.2]	183 [14:47.1]
AYS [v]			Çocuklar, siz
AYS_eng [v]			Guys, did you distribute this-
S1 [v]	koyalım?		
S1_eng [v]			
S3 [v]		Evet, mesela şöyle bu başlangıç.	Bu da şey ee
S3_eng [v]		Yes, for example like this, this is the beginning.	And this is- ahm the history

[162]

	..	184 [14:50.3]	185 [14:52.3]
AYS [v]	bu şeyi dağıttınız mı?	Everyone has glue?	
AYS_eng [v]	?		
S1 [v]			Şunu da
S1_eng [v]			Let's stick this as well.
S3 [v]	Osmanlı'nın tarihi.		
S3_eng [v]	of the Ottomans.		

[163]

	..	186 [14:56.0]	187 [14:59.1]
AYS [v]		You have to read the information first.	
S1 [v]	yapıştıralım.	((laughing))	Orda,
S1_eng [v]			There, there's

[164]

	.. 188 [15:01.9]
AYS [v]	And don't • • have him do all the
S1 [v]	var bi tane, şöyle yapıştır.
S1_eng [v]	one there, stick it like this.

[165]

	.. 189 [15:06.1]
AYS [v]	work for you, ok?
S3 [v]	Bunu da alta yapıcam yani, üstte değil
S3_eng [v]	I will put this below, I mean not above, for a change.

[166]

	.. 190 [15:09.8]
AYS [v]	Some of them ((laughes))
AYS_eng [v]	
S2 [v]	Ver bi şunu bi keseyim sonra
S2_eng [v]	Give me that first I'll cut it, than you can cut the other
S3 [v]	de hani değişiklik olsun diye.
S3_eng [v]	

[167]

	..
AYS [v]	some of them are fit yani pictures, I think you can use the
AYS_eng [v]	I mean
S2 [v]	ötekini kesersin lan.
S2_eng [v]	one, man.

[168]

	.. 191 [15:20.6]
AYS [v]	picture in either, in any parts of the cartoon.
AYS_eng [v]	
S1 [v]	Abi orjinal mi
S1_eng [v]	Bro, is this original? Which
S2 [v]	
S2_eng [v]	

[169]

	.. 192 [15:23.2] 193 [15:23.8]	
AYS [v]		Ama there is a, yani there
AYS_eng [v]		But I mean
S1 [v]	bu? Abi hangi siteden bu?	Hangi siteden?
S1_eng [v]	website is this from bro?	From which website?
SS [v]	Ne?	
SS_eng [v]	What?	

[170]

	.. 194 [15:30.7]
AYS [v]	is a text • • • no, listen. Let me tell you something
AYS_eng [v]	
S1 [v]	
S1_eng [v]	

[171]

	.. 195 [15:32.7]
AYS [v]	important. There is a text • there is a text • • aa and apart

[172]

	..
AYS [v]	from the text, there are pictures and extra information,

[173]

	196 [15:40.8]
AYS [v]	like • • the information here on these grey aa little boxes

[174]

	.. 197 [15:46.6]
AYS [v]	ok? Ama there is one text with a beginning and an end • •
AYS_eng [v]	But
S1 [v]	çok az kaldı bizim ya.
S1_eng [v]	We are almost there.

[175]

	.. 198 [15:55.5] 199 [16:00.0]
AYS [v]	that you have to find and order.
AYS_eng [v]	
S1 [v]	Şu mu
S1_eng [v]	Is it this one
S2 [v]	Biraz önce XXX
S2_eng [v]	A few minutes ago
S3 [v]	Evet. Yok.
S3_eng [v]	Yes. No.

[176]

	.. 200 [16:04.3] 201 [16:07.4]
S1 [v]	Fazilet? Yapıldıktan sonra di mi?
S1_eng [v]	Fazilet? After it's done right?
S2 [v]	
S2_eng [v]	Let's put
S3 [v]	Bindokuzyüz elliüç.
S3_eng [v]	Nineteen fifty-three.

[177]

	.. 202 [16:11.2]
S2 [v]	Sixteen century'yi o zaman şuraya koyalım.
S2_eng [v]	the sixteen century over here then.
S3 [v]	Hadi ya! Aaa
S3_eng [v]	Really! Ohh here is Mehmet's.

[178]

	.. 203 [16:16.7] 204 [16:21.0]
AYS [v]	You have to speak in English.
S1 [v]	I will
S3 [v]	Mehmetinki işte. Mehmetinki işte.
S3_eng [v]	Mehmet's, here.

[179]

	.. 205 [16:23.3] 206 [16:25.9]
AYS [v]	You are curious about this.
S1 [v]	((laughs))
S3 [v]	Bu şey işte bu, asıl
S3_eng [v]	This is the- the main picture.

[180]

	.. 207 [16:30.5]
S1 [v]	Bu aşağı gelecek bence.
S1_eng [v]	I think this will be put below.
S2 [v]	Bu slave köle demek değil mi? Türkler köle gibi
S2_eng [v]	Doesn't this mean slave? The Turks warred like slaves.
S3 [v]	resim.
S3_eng [v]	

[181]

	..	208 [16:36.6]	209 [16:37.7]
S1 [v]			Aşağı geliyo olabilir.
S1_eng [v]			It might be put below.
S2 [v]	savaştılar.		Ben hiç bir zaman köle
S2_eng [v]			I have never been a slave.
S3 [v]		Ne diyon?	Paralı asker istemedikleri için
S3_eng [v]		What are you talking about?	Is it because they did not want mercenary soldiers?

[182]

	..	210 [16:41.2]	211 [16:43.2]	212 [16:44.0]	213 [16:44.9]
S1 [v]			Slave?		Slave köle.
S1_eng [v]					Slave is köle.
S2 [v]	olmadım.			Slave warrior.	Tamam işte
S2_eng [v]					Ok, slave warrior then.
S3 [v]	mi?	Slave warrior.			
S3_eng [v]					

[183]

	..	214 [16:46.9]	215 [16:50.6]	216 [16:51.0]
S1 [v]		Köle asker?	Ne?	
S1_eng [v]		Slave warrior?	What?	
S2 [v]	köle asker.	Şey yani devşirme değil mi?		Devşirme
S2_eng [v]		I mean isn't it recruitment?		isn't it recruitment?
S3 [v]				Chicken
[c]				*Chicken translation*

[184]

	..	217 [16:53.0]	218 [16:57.2]
S2 [v]	değil mi ya?		
S2_eng [v]			
S3 [v]	translation.	Bu haritayı nereye koyalım?	Bu harita artık
S3_eng [v]		Where shall we put this map?	Isn't this map the-?
[c]	*means bad translation.*		

[185]

	..	219 [17:01.2]
S2 [v]		ikiyüzaltı ikiyüzyedi bak sayfa numaralari
S2_eng [v]		twohundredand six twohundredandseven, look, the page numbers.
S3 [v]	şey di mi?	Evet.
S3_eng [v]		Yes.

[186]

	..	220 [17:06.2]	221 [17:11.9]	222 [17:19.0]
S1 [v]		Şu neyin resmi?		Yiyo musun
S1_eng [v]		What picture is this of?		Are you eating the glue, give it
S2 [v]	((laughs))		Ben ne bilim.	
S2_eng [v]			How should I know?	
S3 [v]				
S3_eng [v]				

[187]

	..	223 [17:23.6]	224 [17:25.6]
S1 [v]	uhuyu ver de yapıştıralım.		Şu iki sayfa olabilir mi?
S1_eng [v]	and we'll stick.		Can it be these two pages?
S2 [v]			Hayır hayır hayır hayır.
S2_eng [v]			No no no no.
S3 [v]		Bu ne?	Bu şey devam ediyor.
S3_eng [v]		What is this?	This thing goes on.

[188]

	225 [17:30.1]	226 [17:34.9]	227 [17:35.8]
S1 [v]	Bilmiyorum.		
S1_eng [v]	I don't know.		
S2 [v]	Şey.		Hm hm.
S3 [v]	Bu neyin devamı? Ha şunun şunun. This group.		
S3_eng [v]	What is this following? Oh this this.		

[189]

	228 [17:37.5]229 [17:39.7]	230 [17:41.7]
S2 [v]	Ya tamam boşver ver, ver ya ver.	
S2_eng [v]	Ok never mind, give it, give it.	
S3 [v]	Aaa	Hayır o
S3_eng [v]	Ohh	No that was totally different.

[190]

	.. 231 [17:43.7]	232 [17:47.4]
S2 [v]		Tamam şu
S2_eng [v]		Ok this is following this
S3 [v]	bambaşkaydı. İşte bu bunun işte düşünürsek.	
S3_eng [v]	Here, this goes with this, if you think about it.	

[191]

	.. 233 [17:49.4]	234 [17:51.8]
S2 [v]	şunun devamı.	Hoca sadece
S2_eng [v]	one.	Did the teacher take only this
S3 [v]	Hoca sadece şurayı aldı.	
S3_eng [v]	The teacher took only this part.	

[192]

	.. 235 [17:53.2]	236 [17:55.8]
S1 [v]	Şu şunun devamı, evet.	
S1_eng [v]	This one is following that, yes.	
S2 [v]	burayı mı aldı?	
S2_eng [v]	part?	
S3 [v]	Ama bunun devamı.	Tamam şöyle
S3_eng [v]	But it follows this one.	Ok let's do it that way, let's stick

[193]

	..	237 [17:59.4]
S2 [v]		Emin miyiz?
S2_eng [v]		Are we sure?
S3 [v]	yapalım işte hadi bunu yapıştıralım önce.	
S3_eng [v]	this one first.	We'll do

[194]

	..	239 [18:01.5]
S1 [v]		Ya şunun fazlalığını keselim önce bi yanlız.
S1_eng [v]		Let's cut the extra parts of this first.
S3 [v]	Olcak olcak.	
S3_eng [v]	it, we'll do it.	

[195]

	240 [18:03.7]	241 [18:05.6]	242 [18:07.6]
AYS [v]			One group got this • • •
S1 [v]		Ya yırtma bak şimdi.	
S1_eng [v]		Don't tear it now!	
S3 [v]	Ya evet ya!		
S3_eng [v]	Oh yes, oh!		
SS [v]			((laughing))

[196]

	..
AYS [v]	How come you were able to finish much earlier than the
SS [v]	

[197]

	..	243 [18:16.4]
AYS [v]	other groups and they say it is very easy?	
S1 [v]		Nasıl easy?
S1_eng [v]		How It's easy to
SS [v]		

[198]

	.. 244 [18:20.9]	245 [18:24.1]
S1 [v]	Yapabilene easy.	Yalaya yalaya yapıştır.
S1_eng [v]	those who can do it.	Stick it by licking.
S2 [v]	Yapıştırsana lan!	
S2_eng [v]	Stick it man!	
S3 [v]		Ok, hurry up!

[199]

	246 [18:26.1]
AYS [v]	Ama yani • • this group I think you're doing a great job
AYS_eng [v]	But well
S1 [v]	Hocam biz bitirdik ya!
S1_eng [v]	Teacher we've finished!
S2 [v]	Biz bitirdik hocam. Hocam bitirdik.
S2_eng [v]	We finished it teacher. Teacher we finished.

[200]

	..
AYS [v]	because they are trying to figure it out • • as if it was a
AYS_eng [v]	
S1 [v]	
S1_eng [v]	
S2 [v]	
S2_eng [v]	

[201]

	.. 247 [18:34.8]	248 [18:37.6]	249 [18:38.3]
AYS [v]	puzzle. They are • • • finished?		Then stick, stick that
AYS_eng [v]			
S1 [v]			
S1_eng [v]			
S2 [v]			
S2_eng [v]			
SS [v]	((laughing))	Yes!	

[202]

	.. 250 [18:42.6]	251 [18:44.6]
AYS [v]	before.	Then aa yani you'
AYS_eng [v]		of course
S1 [v]	Büyükleri yapıştıralım mı hocam?	
S1_eng [v]	Shall we stick the big ones, teacher?	
S2 [v]	Büyükler bizde kalıyo mu?	Şu büyüğü, şu
S2_eng [v]	Do we keep the big ones?	Don't we stick that, that big one?

[203]

	.. 252 [18:51.8]
AYS [v]	re going to work with this afterwards.
AYS_eng [v]	
S2 [v]	büyüğü yapıştırmıyo muyuz?
S2_eng [v]	
S3 [v]	Ya şu sığmadı
S3_eng [v]	This doesn't fit here.

[204]

	.. 253 [18:55.5]	254 [18:57.4]
AYS [v]		You might cut some part of it.
S2 [v]	Bu neyin resmi ya?	
S2_eng [v]	What is this a picture of?	
S3 [v]	buraya.	
S3_eng [v]		

[205]

	255 [18:59.4]	256 [19:04.5]	257 [19:06.9]
S1 [v]		Zaten başlık o.	
S1_eng [v]		It's actually the title.	
S2 [v]	Biz kendi imkanlarımızla.		
S2_eng [v]	We, with our own chances.		
S3 [v]			İşte tamam onu
S3_eng [v]			Well ok, I'll do it as well, thanks!

[206]

	..	258 [19:09.6]	259 [19:10.1]	260 [19:10.9]
AYS [v]			You are welcome.	
S3 [v]	da yapıcam sağol!	Thank you.		Biraz
S3_eng [v]				A bit more a bit

[207]

	..	261 [19:12.9]	262 [19:21.3]
AYS [v]			((3 s.)) I wonder if
S1 [v]		Kes kes.	
S1_eng [v]		Cut it, cut it.	
S3 [v]	daha biraz daha heh.		
S3_eng [v]	more, yes.		
[c]		*sound of scissors cutting paper sound of scissors cutting*	

[208]

	..	263 [19:27.4]	264 [19:29.4]
AYS [v]	those paragraphs follow each other.		
S1 [v]			Evet
S1_eng [v]			Yes, I guess that'
S3 [v]		Şey olsun.	Heh çok
S3_eng [v]		Well, doesn't matter.	Yes, it's very
[c]	*paper*		

[209]

	..	265 [19:31.4]	266 [19:36.8]
S1 [v]	bence oldu.		Nasıl oldu
S1_eng [v]	s done.		How is it, do you like it?
S3 [v]	güzel oldu.	Şunu da şu alta koysana.	
S3_eng [v]	nice.	Can you put this below there.	

[210]

	..	267 [19:40.1]	268 [19:42.1]
S1 [v]	beğendiniz mi?	Makale gibi sanki lan.	Ama sıralı oldu.
S1_eng [v]		It's like an article, man.	But in order.
S2 [v]		Biraz kaydı.	
S2_eng [v]		It slid a bit.	
S3 [v]			This

[211]

	..	270 [19:47.5]	271 [19:51.8]
S1 [v]		Thrace neresiydi?	
S1_eng [v]		What was Thrace?	
S3 [v]	group, this group.	Bu ne diyo?	Bu direk başlangıç
S3_eng [v]		What is he saying?	This is just the beginning, I mean.

[212]

	..	272 [19:53.8]	273 [19:58.2]
S1 [v]			Thrace neresiydi thrace?
S1_eng [v]			What was Thrace?
S2 [v]		Öyle de, hani hoca kesti ya.	
S2_eng [v]		I know but, the teacher cut it.	
S3 [v]	yani.	Hayır hayır.	
S3_eng [v]		No no.	

[213]

	274 [20:01.2]	275 [20:02.0]	276 [20:04.0]	277 [20:09.1]
S1 [v]		Trakya		Şey şimdi
S1_eng [v]				Now look, this is
S2 [v]	Ne?		Şunu da yapıştıralım yaa.	
S2_eng [v]	What?		Let's stick this as well.	
S3 [v]		Trakya		

[214]

	..	278 [20:13.0]
S1 [v]	bak, şu şunun devamı, bu da bunun devamı.	
S1_eng [v]	following that one and this, that one.	
S3 [v]		Öyle miii?
S3_eng [v]		Is it really?

[215]

	279 [20:13.4]	280 [20:14.1]
S1 [v]	Evet.	
S1_eng [v]	Yes.	
S3 [v]	Tüh o zaman, o zaman şunu şunun yanına koyalım.	
S3_eng [v]	Alas! then, then let's put this next to that.	

[216]

	281 [20:16.4]	282 [20:21.2]
S1 [v]		Hadi abi, çabuk.
S1_eng [v]		Come on, bro, quickly.
S2 [v]	((laughing)) Karşı çıkma!	Bence şunları da kaydırıp, şunun
S2_eng [v]	Do not object!	In my opinion, move these as well and put this next to that and

[217]

	..	283 [20:28.0]
S1 [v]		
S1_eng [v]		
S2 [v]	yanına, bunu da onun yanına, yani yana doğru.	
S2_eng [v]	this, next to that, I mean towards the side.	
S3 [v]		Bence
S3_eng [v]		I guess we need to

[218]

	..	284 [20:32.5]
S1 [v]		Siz orayı yapıştırın.
S1_eng [v]		You stick that part.
S2 [v]		Yaaa abi sayfa
S2_eng [v]		Ohhh bro, why are you looking at that page
S3 [v]	bunu yukarı almamız gerekiyo.	
S3_eng [v]	take this upwards.	

[219]

	..	285 [20:38.4]
S1 [v]		
S1_eng [v]		
S2 [v]	numarasına niye bakıyon?	
S2_eng [v]	number?	
S3 [v]		Bu harita, bak! Şu yazının
S3_eng [v]		This is the map, see! Are you sure this writing is following

[220]

	..	286 [20:42.2]
S1 [v]		Evet sen de bunu
S1_eng [v]		Yes, and you stick this.
S3 [v]	şunun devamı olduğuna emin misin?	Evet evet bi dakka.
S3_eng [v]	that one?	Yes yes, one minute.

[221]

	..	287 [20:45.7]	288 [20:52.8]
S1 [v]	yapıştır.		
S1_eng [v]			
S2 [v]		Bence burda XX olarak yanda çıkmicak.	
S2_eng [v]		In my opinion XX won't stay on this side.	
S3 [v]			Havalı
S3_eng [v]			It'll be cool now.

[222]

	.. 289 [20:57.0]	290 [21:01.9]
S2 [v]	Çok havalı, gerçekten!	
S2_eng [v]	Very cool, indeed!	
S3 [v]	durucak şimdi.	Yapsana yapsana,
S3_eng [v]		Do it, do it, we'd make drawings here,

[223]

	.. 291 [21:07.4]
S1 [v]	Çizim yeteneğin var mı
S1_eng [v]	Do you have drawing abilities?
S3 [v]	şuraya şekil yaparız, evet evet.
S3_eng [v]	yes yes.

[224]

	.. 292 [21:11.5]	293 [21:18.6]
S1 [v]	senin?	
S1_eng [v]		
S2 [v]	Sadece yanlara yaparız.	Napcaksın onu?
S2_eng [v]	We'll just do it on the sides.	What are you going to do with that?
S3 [v]	Şunla yapıcam.	Bu çok uzun, çok uzun
S3_eng [v]	I'll do it with this.	This is so long, so long.

[225]

	.. 294 [21:20.8]	295 [21:22.9]	296 [21:27.5]
S1 [v]		Şşşşş, fikrimizi çalmasınlar.	
S1_eng [v]		Hushhh, they shouldn't steal our idea.	
S2 [v]	Hmm.		Biz
S2_eng [v]			We finished it
S3 [v]	oldu. Yeniçeriler.		
S3_eng [v]	The Janissaries.		

[226]

	..	297 [21:29.9]
S1 [v]		Yanlız şu-şunu kesmemiz gerekiyo
S1_eng [v]		But we need to cut thi- this I guess.
S2 [v]	bitirdik hacı ya.	
S2_eng [v]	bro!	

[227]

	..	298 [21:32.7]	299 [21:33.9]	300 [21:34.7]
S1 [v]	sanırım.		Heyyy!	Şurayı kesmemiz gerekiyo.
S1_eng [v]				We need to cut this.
S3 [v]		Bizim çok-		Niye ya?
S3_eng [v]		We have a lot-		But why?

[228]

	301 [21:36.0]	302 [21:37.8]	303 [21:40.1]
S1 [v]		Şey, ee-	Ama harita • renksiz.
S1_eng [v]		Well ehm-	But the map is colourless.
S2 [v]	Neden?		Bak şunu atalım aradan, şu da ayrı
S2_eng [v]	Why?		Look, let's take this out and this one stays alone.
S3 [v]	Niye ki?		Tamam bu haritanın işte şeyi
S3_eng [v]	What for?		Ok this is the map's-

[229]

	..	304 [21:46.6]	305 [21:49.6]
S1 [v]			Evet ya
S1_eng [v]			Yes, it takes a lot of
S2 [v]	dursun.		Ne güzel
S2_eng [v]			How nicely it is cut.
S3 [v]		Haritayı o zaman bunun altına koyarız.	En son biz
S3_eng [v]		Then we'll put the map below this.	Hurry up we'll be the

[230]

	..	306 [21:54.4]	307 [21:57.1]
S1 [v]	çok yer kaplıyo.		
S1_eng [v]	space.		
S2 [v]	kesiliyo.	Pritt'i ver o zaman.	
S2_eng [v]		Give me the Pritt then.	
S3 [v]	bitircez çabuk olun.		Şunu • şu aradan
S3_eng [v]	last to finish.		Can you take that out from there?

[231]

	..	308 [22:02.3]	309 [22:04.5]
S1 [v]		Bu- yapıştır işte.	
S1_eng [v]		This- just stick it.	
S3 [v]	çıkarır mısın?		Tamam sen ver bana. O
S3_eng [v]			Ok give it to me. Then is it like that? Have a look.

[232]

	..	310 [22:07.0]
S2 [v]		Evet evet.
S2_eng [v]		Yes, yes.
S3 [v]	zaman böyle mi bi bakın.	Mehmet de şunun yanında
S3_eng [v]		Mehmet should stay next to that.

[233]

	..	311 [22:09.4]	312 [22:16.5]
S2 [v]			Bindörtyüz ellibir bu
S2_eng [v]			Fourteen fifty-one, this is in number
S3 [v]	dursun işte.	Bu da Mehmet'i anlatıyo.	
S3_eng [v]		This one also talks about Mehmet.	

[234]

	.. 313 [22:19.3]
S1 [v]	Biraz yamuk mu oldu?
S1_eng [v]	Is it a bit shapeless?
S2 [v]	beş numarada. Bişey yok bişey
S2_eng [v]	five. Nothing, nothing.

[235]

	.. 314 [22:25.8] 315 [22:29.8] 316 [23:00.7]
S1 [v]	Ben çalışırsam öyle olur.
S1_eng [v]	It happens so if I do it.
S2 [v]	yok.
S2_eng [v]	
S3 [v]	Ahh,
S3_eng [v]	Ohh, I'm
[c]	*unintelligible talking among students sound of*

[236]

	.. 317 [23:05.7] 318 [23:07.9]
S2 [v]	Çıkardım
S2_eng [v]	I did.
S3 [v]	eğleniyorum burda. Şeyi çıkardın mı? Şunu da şunu da
S3_eng [v]	having fun here. Did you take out the-? Cut that, cut that as well.
[c]	*the glue cap falling*

[237]

	.. 319 [23:09.9] 320 [23:24.6]
AYS [v]	How many more minutes do
S2 [v]	
S2_eng [v]	
S3 [v]	kes.
S3_eng [v]	
[c]	*unintelligible talking among students*

[238]

	.. 321 [23:26.7]	322 [23:28.7]	323 [23:29.8]
AYS [v]	you need? Are you about to finish?		
S3 [v]			Şuraya
S3_eng [v]			I'm putting it there.
SS [v]		Five	

[239]

	.. 324 [23:31.8]	325 [23:35.7]
S2 [v]	Şunu, ortaya mı, şu başlığı?	Aslında köşede
S2_eng [v]	That one, in the middle, that tittle?	In fact it might stay in the corner
S3 [v]	koyuyorum.	Ortaya yapalım.
S3_eng [v]		Let's do it in the middle.

[240]

	.. 326 [23:38.0]
AYS [v]	Korkut, şey do you know the program
AYS_eng [v]	well
S2 [v]	de durabilir.
S2_eng [v]	as well.
S3 [v]	
S3_eng [v]	

[241]

	.. 327 [23:42.9]	328 [23:43.6]
AYS [v]	Muhteşem Yüzyıl?	No? Do you have any idea of the
AYS_eng [v]		
S1 [v]		No.

[242]

	.. 329 [23:50.8]	330 [23:51.9]
AYS [v]	ahhh • • • yes of course you do.	Not much,
S1 [v]	Yes	Not much.

[243]

	.. 331 [23:55.8]
AYS [v]	and you did- you don't watch that program on TV?
S1 [v]	No.

[244]

	332 [23:56.8]333 [23:59.8] 334 [24:03.5] 335 [24:05.1]
AYS [v]	Ok.
S1 [v]	Akşam mı?
S1_eng [v]	In the evening?
S2 [v]	Perşembe günleri yayınlanıyo. Akşam
S2_eng [v]	It's broadcast on Thursdays. It is broadcast in

[245]

	.. 336 [24:07.1] 337 [24:21.0]
S2 [v]	yayınlanıyo.
S2_eng [v]	the evening.
S3 [v]	Şurdan • • • şurayı
S3_eng [v]	Here, we need to cut it from here.
[c]	*unintelligible talking among students*

[246]

	.. 338 [24:25.8] 339 [24:27.8]
S3 [v]	kesmemiz lazım. Makası versene Açılay.
S3_eng [v]	Give me the scissors.
[c]	*unintelligible talking among*

[247]

	.. 340 [24:35.5]
S1 [v]	Bu aralar güzel oynuyolar, takım halinde falan
S1_eng [v]	They play nicely these days, in teams and all.
[c]	*students*

[248]

	.. 341 [24:40.4]	342 [24:46.6]
S1 [v]	oynuyolar.	Ya bence o takımda şey oldu
S1_eng [v]		Well I think that team has- there are many players playing
S3 [v]	Bunu da ortaya.	
S3_eng [v]	This one in the middle.	

[249]

	..	343 [24:57.9]
S1 [v]	ya çok fazla tek başına oynayan oyuncu var. XX	
S1_eng [v]	alone in that team.	got injured or

[250]

	.. 344 [25:03.9]	345 [25:17.0]
S1 [v]	sakatlandı falan.	
S1_eng [v]	something.	
S2 [v]		Ne yazıyo okusana
S2_eng [v]		Can you read what it says? if it
S3 [v]		Ottoman Empire
[c]	*unintelligible talking among students*	

[251]

	.. 346 [25:22.6]	347 [25:32.6]
S2 [v]	bi, haritayı falan tarif ediyosa?	It's
S2_eng [v]	describes the map or something.	
S3 [v]	was very excited about XXX	
[c]	*unintelligible talking among students*	

[252]

	.. 348 [25:34.1]
S2 [v]	shown?
S3 [v]	Opposite, the central location made its country

[253]

	.. 349 [25:42.3]
S2 [v]	Sanırım opposite dediğine göre şuraya bi
S2_eng [v]	I guess it should be somewhere here since it says opposite.
S3 [v]	essential-

[254]

	.. 350 [25:47.3] 351 [25:49.2]
S1 [v]	Opposite ne oluyo ya?
S1_eng [v]	What is opposite anyway?
S2 [v]	yerlere gelecek.
S2_eng [v]	
[c]	*unintelligible talking among*

[255]

	.. 352 [26:02.5] 353 [26:04.5]
S2 [v]	Evet de işte
S2_eng [v]	Yes but here,
S3 [v]	İşte bunlar Constantinople değil mi?
S3_eng [v]	Here, aren't these Constantinople?
[c]	*students*

[256]

	.. 354 [26:06.5] 355 [26:13.3]
AYS [v]	Ok, I think
S2 [v]	shown opposite. Ver keseyim.
S2_eng [v]	Give me I'll cut it.
S3 [v]	It's shown opposite.

[257]

	.. 356 [26:14.6] 357 [26:16.2] 358 [26:17.8]
AYS [v]	aaaa No? You need more time?
S3 [v]	Hayır hayır, nooo Şeyimiz
S3_eng [v]	No, no Where is our-?

[258]

	.. 359 [26:19.8]
S2 [v]	Bunun tam üstüne koyalım buraya
S2_eng [v]	Let's put this right above that, not stick here.
S3 [v]	nerde?
S3_eng [v]	

[259]

	.. 360 [26:25.0]	361 [26:25.9]	362 [26:27.9]
S2 [v]	yapıştırmayalım.	Şunu bi yapıştırsana.	
S2_eng [v]		Can you just stick that?	
S3 [v]	Hayır.		
S3_eng [v]	No.		
[c]			*unintelligible talking*

[260]

	.. 363 [26:41.9]	364 [26:44.5]
S2 [v]	Şu haritanın üstüne koyalım.	
S2_eng [v]	Let's put it above that map.	
S3 [v]		Üstüne mi şöyle mi
S3_eng [v]		Shall we stick it above or like that?
[c]	*among students*	

[261]

	.. 365 [26:46.3]	366 [26:48.3]
S2 [v]	Altına da yapıştırabilirsin.	
S2_eng [v]	You can stick it below as well.	
S3 [v]	yapıştıralım?	Şu haritanın
S3_eng [v]		Let's put it on that map.

[262]

	.. 367 [27:06.1]
AYS [v]	No, don't tell me, tell aa the answers right
S3 [v]	üstüne koyalım.
S3_eng [v]	

[263]

	.. 368 [27:11.1] 369 [27:13.6]
AYS [v]	now. Aaa yes, they are in the
S1 [v]	Are they in the right order?
S2 [v]	The genesis!

[264]

	..
AYS [v]	right order but to make it more challenging I'm not going to

[265]

	.. 370 [27:20.5]
AYS [v]	tell you where these words exist. Like in the pop quizes

[266]

	..
AYS [v]	and mid-terms, you are told where the words are, but now

[267]

	..
AYS [v]	I'm not going to because this is relatively easy text, it's not

[268]

	.. 371 [27:32.1]
AYS [v]	• • aaa a difficult one. Now what you're going to do is, you'

[269]

	.. 372 [27:36.8] 373 [27:37.9]
AYS [v]	re going to read it, have you finished? Ok, aa two
S3 [v]	Noo.
SS [v]	Yesss.

[270]

	.. 374 [27:40.3]
AYS [v]	more minutes. Then I'm going to give you the text aaa • •

[271]

	.. 375 [27:46.6]
AYS [v]	to each one of you so that it is easier to me. May I have a

[272]

	.. 376 [27:50.2]	377 [27:53.9]	378 [27:56.2]
AYS [v]	look?		
S2 [v]		Yapıştır.	
S2_eng [v]		Stick it.	
S3 [v]	Şöyle yapıştıralım.		Resmen buruşturdum.
S3_eng [v]	Let's stick it that way.		I've literally wrinkled it.

[273]

	379 [27:58.3]
AYS [v]	So • here is • the right versions, see if you are • • if you did

[274]

	.. 380 [28:05.5]	381 [28:07.6]	382 [28:09.2]
AYS [v]	a good job. Is it the same?		
S1 [v]		Yes.	
S3 [v]			Bak ayaklarını da kestim
S3_eng [v]			Look, I've cut the legs as well.

[275]

	.. 383 [28:12.2]	384 [28:15.5]	385 [28:17.2]
AYS [v]		Check your work please. Is it the same?	
S3 [v]	ama.		
S3_eng [v]			
SS [v]	((laughing))		

[276]

	..386 [28:18.3] 387 [28:18.8] 388 [28:20.3]389 [28:20.7]
AYS [v]	It's exactly the same? Ok, now here you
S1 [v]	Yes Yes. Yes.

[277]

	..
AYS [v]	are, this is my present for you, you can take it home. Ok?

[278]

	.. 391 [28:29.9]
AYS [v]	as a memory of today, here you are. Now what you're

[279]

	.. 392 [28:32.5]
AYS [v]	going to do. Read the texts • • and • on the computer •

[280]

	.. 393 [28:40.9]
AYS [v]	there is a task for you on the computer. A vocabulary act-

[281]

	.. 394 [28:45.7] 395 [28:47.7]
AYS [v]	• • aaa exercise. Here you are.
S1 [v]	A4 boyutunda karton aldık.
S1_eng [v]	We got a cartoon in the size of A4.

[282]

	..396 [28:52.0]	397 [28:54.4]	398 [28:56.2]
AYS [v]			Evet, does it-
AYS_eng [v]			Yes,
S1 [v]		Vardı Vardı.	
S1_eng [v]		We had, we had.	
S2 [v]	Biz orta okuldayken var mıydı?		
S2_eng [v]	Did we have them when we were in secondary school?		

[283]

	..	399 [28:58.7]
AYS [v]	do they look the same? Aaaa • • I think • • • right now this	
AYS_eng [v]		I

[284]

	..
AYS [v]	group is yani the best group, I haven't checked the work of
AYS_eng [v]	mean

[285]

	..
AYS [v]	the other groups yet, because theirs is exactly like the
AYS_eng [v]	

[286]

	..	400 [29:13.9]	401 [29:15.9]
AYS [v]	original one.	Evet.	
AYS_eng [v]		Yes.	
S1 [v]		Yaaaaa.	
S1_eng [v]		Seeeee.	
S2 [v]			Bizimkine bakmadan konuşmayın
S2_eng [v]			Don't jugde before seeing ours, teacher.
S3 [v]		Bakiyim.	Onlar direk sayfa safya çünkü, o
S3_eng [v]		Let me see.	Because theirs are page by page, that's why.

[287]

	..	402 [29:17.9]		403 [29:19.9]	404 [29:21.9]
AYS [v]					Here
S1 [v]				Geçmiş olsun.	
S1_eng [v]				I'm sorry to hear that.	
S2 [v]	hocam.	We have a different style.			
S2_eng [v]					
S3 [v]	yüzden.				
S3_eng [v]					

[288]

	..	405 [29:23.4]	406 [29:25.1]
AYS [v]	you are.	Congratulations.	Yani theirs is exactly • • like the
AYS_eng [v]			I mean

[289]

	..	407 [29:29.0]	408 [29:30.9]	409 [29:33.2]
AYS [v]	original one.	Here you are.	be aa unique?	You wanted-
AYS_eng [v]				
S3 [v]		But we want to •	be unique.	

[290]

	..	410 [29:37.2]	411 [29:39.2]
AYS [v]	you wanted to be creative?	((laughing))	Ayy süper • • let
AYS_eng [v]			Ohh super
S2 [v]		Yes.	
S3 [v]		Just like this.	

[291]

	..	412 [29:44.6]	413 [29:48.1]
AYS [v]	me see.	Yes • • ama are these paragraphs in	
AYS_eng [v]		but	
S3 [v]		We have-	

[292]

	..	414 [29:52.0]	415 [29:52.8]	416 [29:54.8]
AYS [v]	the right order?			XXX
AYS_eng [v]				
S1 [v]		Yeees.		
S2 [v]			Nası yes? Nooo.	
S2_eng [v]			How?	
S3 [v]		Yees.		Who is this?
SS [v]				((laughing))

[293]

	..	418 [29:59.3]	419 [30:01.6]
AYS [v]	Ottoman Empire?		
S1 [v]		Yes, right.	XX Nasıldı ya bulmacalarda
S1_eng [v]			How was it in the crossword puzzles or something?

[294]

	..	420 [30:05.1]
AYS [v]	I think yes.	Yes
S1 [v]	falan?	
S1_eng [v]		
S2 [v]		Çarpraz
S2_eng [v]		It's not crosswise, like that.
S3 [v]	Hocam okuma şırası, sırası şöyle bi çarpraz gidiyo,	
S3_eng [v]	Teacher, the reading sequence is crossswise like this, other than that it is straight. .	

[295]

	..	421 [30:10.1]	422 [30:11.6]
AYS [v]	yes, ok.		Here you are.
S1 [v]		Niye düz yapmıyonuz ya?	
S1_eng [v]		Why don't you do it straight?	
S2 [v]	gitmiyo, şöyle.		
S2_eng [v]			
S3 [v]	yoksa düz yani.		Çünkü biz bi
S3_eng [v]			Because we did some

[296]

	.. 423 [30:13.3]
AYS [v]	Now, I'm going to give this to you as a
S3 [v]	estetiklik yaptık.
S3_eng [v]	aesthetics.

[297]

	.. 424 [30:18.6]	
AYS [v]	present, these two pages.	Ama • you're going to read this
AYS_eng [v]		But
S3 [v]		Thank youuu! ((laughing))

[298]

	..
AYS [v]	at the moment and I put a task on the white-, şey, aaa
AYS_eng [v]	well
S3 [v]	

[299]

	.. 425 [30:25.6]	426 [30:27.2]	427 [30:28.8]
AYS [v]	computer.	You have one?	
AYS_eng [v]			
S2 [v]	Hadi onları da yapalım.		Hm̓ hm̓
S2_eng [v]	Let's do them as well.		
S3 [v]	We have it.		

[300]

	428 [30:29.2]
AYS [v]	I- I'm giving one to each and everyone, person in the
S3 [v]	Hm̀ ok.

[301]

	.. 429 [30:33.3] 430 [30:36.9]
AYS [v]	group, here you are, ok? So that you can do the- Here you
S3 [v]	

[302]

	.. 431 [30:38.9] 432 [30:42.5] 433 [30:46.8]
AYS [v]	are. Here you are. Evet, şimdi, I want you to-
AYS_eng [v]	Yes, now
S3 [v]	Üstteki
S3_eng [v]	The one above is

[303]

	..
S3 [v]	yeniçeri, bi tek şurayı kaçırmışız, şöyle şöyle şöyle
S3_eng [v]	janissary, we only missed that part, it should have been like that.

[304]

	.. 434 [30:54.5]
AYS [v]	Ama, still, Serhan and his friends ((3,5 s.))
AYS_eng [v]	But and friends
S1 [v]	yaaaa ben ve friendlerim
S1_eng [v]	seeee me and my friends
S2 [v]	yukardan aşağı
S2_eng [v]	If we had done it upside down, ours would have
S3 [v]	olcakmış.
S3_eng [v]	

[305]

	..	435 [31:07.0]
AYS [v]	Serhan ve arkadaşları	Aaa here we have a
AYS_eng [v]		
S1 [v]		
S1_eng [v]		
S2 [v]	yapsaydık biz de böyle olurdu tabi.	
S2_eng [v]	surely been so.	

[306]

	..	436 [31:10.5]	437 [31:14.6]
AYS [v]	very good one, I think.	This is a great layout too.	((1,5 s.))
S1 [v]		Kazanmalıyız yani.	Iyyyykk,
S1_eng [v]		We should win, after all.	Yuck!
S2 [v]		What a ambitious person.	

[307]

	..	438 [31:17.6]	439 [31:19.3]
AYS [v]			I like the layout, I like how they
S1 [v]	öööööghh.		Ne noo? no ne? no ne?
S1_eng [v]			What no? what no? what no?
S3 [v]		Nooo, don't.	

[308]

	..	440 [31:25.3]
AYS [v]	used • the aa cartoon, great!	Now I'm giving a text to each
S1 [v]		
S1_eng [v]		
S3 [v]		They just bring the page!

[309]

	.. 441 [31:30.0]
AYS [v]	of you, everyone of you. So that you can do the task on
S1 [v]	Yes, herkes gibi demek istedin.
S1_eng [v]	like everyone else, you meant.
S2 [v]	
S2_eng [v]	They are
S3 [v]	

[310]

	.. 442 [31:34.8]
AYS [v]	the blackboard, take one. Take one, yes everyone will get
S1 [v]	
S1_eng [v]	
S2 [v]	Onlar da orjinal.
S2_eng [v]	also original.

[311]

	.. 443 [31:38.5]	444 [31:43.8]
AYS [v]	one. ((3 s.)) ama this is the first page.	Here you are.
AYS_eng [v]	but	
S3 [v]	Cık, I don't like it, ok falan çıkarmışlar.	Aa okları
S3_eng [v]	Nope, they put arrows and all.	Oh, let's do the arrows right

[312]

	.. 445 [31:46.1]	446 [31:48.6]
AYS [v]	Yes, two pages.	
S2 [v]	Çıkarmayalım, nasıl ok çıkarcaz?	
S2_eng [v]	Let's not, how should be do the arrows?	
S3 [v]	hemen çıkaralım.	
S3_eng [v]	now.	Hold on,

[313]

	..	447 [31:53.1]
AYS [v]	Barbara, here you are.	Ok. You all
S2 [v]		Dur hemen
S2_eng [v]		Wait, don't do it right now,
S3 [v]	Süsleyelim dur dur kenarlarını • fancy fancy.	
S3_eng [v]	hold on, let's decorate the edges in a fancy way.	

[314]

	..
AYS [v]	have a text now you're reading the text.
S2 [v]	yapma, napcaz? Hee çok mükemmel hemen yapalım.
S2_eng [v]	what will we do? Ohh so wonderful, let's do it.
S3 [v]	Sonra yapcaz.
S3_eng [v]	We'll do it later.

[315]

	448 [31:58.6]	449 [32:00.6]	450 [32:02.6]
AYS [v]	Here you are.	Here you are.	I have to find
S1 [v]	Can I take one too?		
S2 [v]			Ambition akıyo
S2_eng [v]			He's full of ambition.

[316]

	..	451 [32:08.6]	452 [32:10.3]
AYS [v]	another one, ok.		
S2 [v]	ondan.		Bi şey olmaz ver ben
S2_eng [v]			Don't worry, give it to me, I'll go on.
S3 [v]		Ayy, çok az oldu.	
S3_eng [v]		Ohh, it's been so little.	

[317]

	.. 453 [32:12.4]	454 [32:15.6]
AYS [v]		Şimdi • • • I'm
AYS_eng [v]		Now
S2 [v]	devam ederim.	
S2_eng [v]		
S3 [v]		Onu birinci sayfayla değiştir.
S3_eng [v]		Change it with the first page.

[318]

	.. 455 [32:21.1]
AYS [v]	going to ask my usual question. Now, when you read this
AYS_eng [v]	
[c]	*the sound of door closing*

[319]

	.. 456 [32:26.7]
AYS [v]	text, I asked this question to you before. Do you first start
[c]	

[320]

	..
AYS [v]	from the very beginning and read the whole text and then

[321]

	.. 457 [32:32.9]
AYS [v]	have a look at the question? Or first look at the question
AYS_eng [v]	

[322]

	..
AYS [v]	immediately try to find the meanings of the verbs, yani-
AYS_eng [v]	I mean.

[323]

	458 [32:38.0]	459 [32:40.8]
AYS [v]		You first look at the questions and you're
S1 [v]	First, questions.	
S2 [v]	Questions.	
S3 [v]	First, questions.	

[324]

	..	460 [32:44.0]
AYS [v]	going to find the words?	Peki while you were sticking ya
AYS_eng [v]		Right, or
S2 [v]	Yes.	
S3 [v]	Yes.	

[325]

	..
AYS [v]	da putting the paragraphs in the right order, were you able
AYS_eng [v]	I mean,

[326]

	..	461 [32:51.6]	462 [32:52.2]
AYS [v]	to understand? Yani,		Yes, I mean of course
AYS_eng [v]			
S1 [v]		Of course!	Yes
S2 [v]			Yes

[327]

	..
AYS [v]	you were able to understand, I mean, did you ((laughing))
S1 [v]	
S2 [v]	

[328]

	.. 463 [33:00.3] 464 [33:02.3]
AYS [v]	did you read • it • in detail? Yani if I • if I
AYS_eng [v]	I mean
S1 [v]	Yes Of course!
S2 [v]	
S3 [v]	No, not in detail.

[329]

	..
AYS [v]	ask the question right now işte • let me find a •
AYS_eng [v]	like

[330]

	.. 465 [33:12.6]
AYS [v]	comprehension question. ((2 s.)) Yani would you be able
AYS_eng [v]	I mean

[331]

	.. 466 [33:17.1] 467 [33:24.6]
AYS [v]	to answer? ((6 s.)) Just a second. Don't worry I'm not
AYS_eng [v]	

[332]

	..
AYS [v]	going to call • out anyone's name, I'll just ask • one

[333]

	..
AYS [v]	question to see ((3 s.)) aaa • if you have read it in detail.

[334]

	468 [33:38.7]
AYS [v]	When did the Selçuks • defeat • the • Byzantine emperor •

[335]

	.. 469 [33:47.6]
AYS [v]	• in Eastern Anatolia? ((2 s.)) That was such a, that was
AYS_eng [v]	
S1 [v]	One hundred seventy four.
S3 [v]	

[336]

	..
AYS [v]	such a easy question, everyone knows the asnwer, even if
AYS_eng [v]	
S1 [v]	
S3 [v]	One thousand seventy

[337]

	..
AYS [v]	you haven't read the text, you would be able to answer, o
AYS_eng [v]	then
S1 [v]	
S3 [v]	

[338]

	.. 470 [34:02.4]
AYS [v]	zaman another question. What was the name of the •
AYS_eng [v]	
S1 [v]	
S3 [v]	

[339]

	.. 471 [34:07.7] 472 [34:08.8]	
AYS [v]	ehmm Byzantine emperor? Don't look!	Don't! without
S3 [v]	John-	John six.

[340]

	.. 473 [34:10.8]	474 [34:12.2]
AYS [v]	looking. John the sixth?	What about- what about that last
S1 [v]		John six ((laughs))
S3 [v]	John the sixth.	

[341]

	.. 475 [34:15.2]	476 [34:18.6]
AYS [v]	name?	Ok.
S1 [v]		Kan-
S3 [v]	John the six, Kan- Kan • ta • kuz- ((laughs))	

[342]

	.. 477 [34:20.4]
AYS [v]	Spell it, Onur, can you read th- can you
S1 [v]	Kantakouzen yaaa
S2 [v]	Kantakouze mi?
S2_eng [v]	Is it Kantakouze?
S3 [v]	Constan-

[343]

	.. 478 [34:24.3]		
AYS [v]	spell it?	Yani tabi of course, looking at, looking at it,	
AYS_eng [v]		Well, of course,	I mean
S1 [v]			
S1_eng [v]			Is it Kantakouzen?
S2 [v]			
S2_eng [v]			
S3 [v]	K-a-n-u-		

[344]

	..
AYS [v]	yani just very quickly as quickly as you can, say the letters
AYS_eng [v]	
S1 [v]	Kantakouzen mi?
S1_eng [v]	
S3 [v]	

[345]

	..	479 [34:33.1]	480 [34:42.2]	481 [34:43.0]
AYS [v]	in his name.		Thank you!	A
AYS_eng [v]				
S1 [v]		K-a-n-t-a-k-o-u-z-e-n-o-s		
S1_eng [v]				
S3 [v]	K-a- ((laughs))	Kantakouzenos		

[346]

	..	482 [34:45.0]	483 [34:47.0]
AYS [v]	little bit faster.	You can do it even faster.	As fast as you
S3 [v]		((laughs))	K-a-

[347]

	..	484 [34:49.0]	485 [34:52.1]	486 [34:54.9]	487 [34:56.9]	488 [34:58.9]
AYS [v]	can.	Uğur?	Very quickly!	Nooo, no!	Ok, Burak?	
S1 [v]					cort!	
S1_eng [v]					You failed!	
S2 [v]			K-	n-t-a-		
S3 [v]						K-n-
SS [v]						((laughing))

[348]

	.. 489 [35:01.9]
AYS [v]	Noo! Noone, Ecem! • • • ya like a native speaker, quickly
AYS_eng [v]	oh!
S3 [v]	
SS [v]	((laughing))

[349]

	.. 490 [35:08.8] 491 [35:11.1]	492 [35:13.1]	493 [35:16.6]
AYS [v]	spell!	No! Stop! Stop! Ok, Alper?	
AYS_eng [v]			
S2 [v]			K-a-t-a-k-o-
S3 [v]			Hadi Alper!
S3_eng [v]			Come on
SS [v]			
S4 [v]	Ok. K-n-k-	n-	

[350]

	494 [35:18.6]	495 [35:21.6]	496 [35:23.6]
AYS [v]	No, no!	You couldn't, Barbara?	You can't? Okan,
SS [v]			((laughing))
S5 [v]	K-a-n-t-a-ki-		

[351]

	.. 497 [35:27.6]
AYS [v]	someone spelled it I guess.
S1 [v]	Ayy,
S1_eng [v]	Ohh
S2 [v]	
S3 [v]	
SS [v]	
S6 [v]	K-a-n-t-a-k-o-u-z-e-n-o-s-

[352]

	.. 499 [35:37.7]
AYS [v]	Neyse, • now these three questions were
AYS_eng [v]	Anyway
S1 [v]	bravo!
S1_eng [v]	
S2 [v]	Bravo!
S3 [v]	Bravo! The best!
SS [v]	((clapping)) ((clapping))

[353]

	..
AYS [v]	questions that • aaa one shouldn't ask in order to test
AYS_eng [v]	
S3 [v]	
SS [v]	

[354]

	.. 500 [35:45.9]
AYS [v]	comprehension. Those were jokes, yani I'm not • testing
AYS_eng [v]	I mean
S3 [v]	
SS [v]	

[355]

	..
AYS [v]	compr- what was the name of the emperor? Ne bileyim, •
AYS_eng [v]	Well

[356]

	.. 501 [35:54.1]
AYS [v]	when the that war take place? ok? That's not the
AYS_eng [v]	

[357]

	.. 502 [35:57.8]503 [35:58.9]
AYS [v]	questions we ask after you read a text. Ok? I just, aaaa, •

[358]

	.. 504 [36:02.4]
AYS [v]	• • tried to make a joke. Ama, aaa • • but Okan you were
AYS_eng [v]	But

[359]

	.. 505 [36:08.8]
AYS [v]	so successfully able to spell the word. Şimdi, in- yani I
AYS_eng [v]	Now I mean

[360]

	..
AYS [v]	always advise you to read the text first and then answer
AYS_eng [v]	but

[361]

	.. 506 [36:15.5] 507 [36:17.5]
AYS [v]	the questions ama it's up to you. Here is the task. Find
AYS_eng [v]	
S3 [v]	Şunu alsana.
S3_eng [v]	Could you take that?

[362]

	..
AYS [v]	words in the text which have the following meanings.
S2 [v]	
S2_eng [v]	Leave
S3 [v]	
S3_eng [v]	

[363]

	..	509 [36:22.3]	510 [36:24.8]
AYS [v]		Ama, do it in your groups.	Find the
AYS_eng [v]		But	
S2 [v]	Kalsın hepsi.		Tamam
S2_eng [v]	them all.		Ok then.
S3 [v]	Devam ediyoruz.		
S3_eng [v]	We are going on.		

[364]

	..	511 [36:26.8]	512 [36:27.6]
AYS [v]	words.		İşte, find words in the text, mesela • •
AYS_eng [v]			Well, for instance
S2 [v]	işte.		Kelimelerin anlamlarını bulcaz. Anlamları
S2_eng [v]			We'll find the meanings of the words. The meanings are there, we'll find the
S3 [v]		Napcaz?	
S3_eng [v]		What will we do?	

[365]

	..	513 [36:33.3]
AYS [v]	there is a word in the text which means this.	The state of
AYS_eng [v]		
S2 [v]	orda, kelimeleri bulcaz.	
S2_eng [v]	words.	
S3 [v]		Hăă.

[366]

	..	514 [36:35.9]
AYS [v]	serious weakening.	There is a word in the text which
S3 [v]		Ohooooo!

[367]

	..
AYS [v]	means fight, • • • which means sieze another country and
S3 [v]	

[368]

	..	515 [36:42.0]	516 [36:43.3]
AYS [v]	take control of it.		Maybe I put- • • • No, not
S3 [v]		Conquer!	

[369]

	..	517 [36:49.8]
AYS [v]	conquer, something else.	
S1 [v]		Ya ama burda diyo ya, pray
S1_eng [v]		But here it says so, what is pray?
S2 [v]		Yok başka
S2_eng [v]		No it's something else.
S3 [v]		Third one is conquer.

[370]

	..	518 [36:53.2]	519 [36:55.2]	520 [36:56.5]
AYS [v]		No.	Not conquer!	Bi de do it in groups.
AYS_eng [v]				And also
S1 [v]	neydi?			
S1_eng [v]				
S2 [v]	bişeymiş.			
S2_eng [v]				
S3 [v]		Ok.		

[371]

	521 [36:59.7]	522 [37:02.0]	
AYS [v]	Do not tell the word.	Don't say the word out loud.	
S2 [v]		Conquer değilmiş.	
S2_eng [v]		It's not conquer	The teacher said so
S3 [v]			Neden değil?
S3_eng [v]			Why not?

[372]

	.. 523 [37:06.4] 524 [37:09.8]
AYS [v]	((1,5 s.)) You have your texts.
S2 [v]	Hoca öyle söyledi.
S2_eng [v]	
S3 [v]	
S3_eng [v]	

[373]

	.. 525 [37:18.6]
S3 [v]	Bunlar correct mi?
S3_eng [v]	Are these correct?
[c]	*unintelligable talking*

[374]

	.. 526 [37:34.4]
AYS [v]	Tell you when you ahm you want me to scroll
[c]	*among students*

[375]

	.. 527 [37:38.3] 528 [37:43.8]
AYS [v]	down. ((3 s.)) And then I have another question. Don't say

[376]

	.. 529 [37:47.3]
AYS [v]	the word out loud. Yes.
S1 [v]	Nasıl devam ediyoruz? Şurdan mı?
S1_eng [v]	How should we go on? From here?
S2 [v]	
S2_eng [v]	Let's
S3 [v]	Tamam ben de.
S3_eng [v]	Ok, and I-

[377]

	.. 531 [37:52.0]	532 [37:54.0]	533 [37:56.5]
S1 [v]			Ne?
S1_eng [v]			What?
S2 [v]	Yazalım onları da.		
S2_eng [v]	write them as well.		
S3 [v]		Sen de kontrol et.	The state of
S3_eng [v]		You also control.	

[378]

	.. 534 [37:58.9]	535 [38:00.9]
S2 [v]	Tamam ikimiz de ona bakalım o zaman.	
S2_eng [v]	Ok, then let's both look for that	
S3 [v]	XXX.	Tamam ben
S3_eng [v]		Ok, and I'll check XXX.

[379]

	.. 536 [38:04.0]	537 [38:12.9]
AYS [v]		Is everything
S3 [v]	de XXX bakayım.	
S3_eng [v]		
[c]	*unintelligable talking among students*	

[380]

	.. 538 [38:15.2]	539 [38:17.2]	540 [38:46.3]
AYS [v]	alright? No, it's not conquer.		
S1 [v]			
[c]		*unintelligable talking among students*	

[381]

	.. 541 [38:49.9]	542 [38:53.4]
AYS [v]	Don't say the words out loud. ((2 s.)) Just keep	
S1 [v]	Invade?	

[382]

	.. 543 [38:59.0]
AYS [v]	the answers • • • to yourself. ((4,5 s.)) When you're ready,

[383]

	.. 544 [39:07.6]
AYS [v]	• tell ehm tell me • that you're finished. ((1 s.)) As we will

[384]

	.. 545 [39:12.0] 546 [39:17.4]
AYS [v]	compare • our answers.
S3 [v]	İşte canım
S3_eng [v]	Here it is, love, well,
[c]	*unintelligable talking among students*

[385]

	.. 547 [39:23.8]
S2 [v]	((2,5 s.)) Söylemicez.
S2_eng [v]	We won't tell.
S3 [v]	şey, şu anda, şu üçüncüsü şu.
S3_eng [v]	now, this third one.
[c]	

[386]

	.. 549 [39:39.2] 550 [39:41.2] 551 [39:49.8]
S2 [v]	• • • Şurda.
S2_eng [v]	There
S3 [v]	Nerde?
S3_eng [v]	Where?
[c]	*unintelligable talking among students* *unintelligable talking*

[387]

	.. 552 [40:28.2] 553 [40:31.3]
AYS [v]	• • • Did you, aa, finish the first three? You'
S2 [v]	
S3 [v]	Noo!
[c]	*among students*

[388]

	.. 555 [40:35.3]556 [40:37.3]
AYS [v]	re still looking for the words? Ok. I managed to ask • • a
S2 [v]	Yess!

[389]

	.. 557 [40:41.0] 558 [40:44.0]
AYS [v]	difficult question. Yes.
S1 [v]	Are the form of the words • same? For

[390]

	.. 559 [40:48.3]
AYS [v]	Hḿ hm̀, like steal
S1 [v]	example, • • if it's bare infinitive on the,

[391]

	.. 560 [40:53.0]
AYS [v]	things from a place, it's in another tense in the text. Yani, it
AYS_eng [v]	I mean

[392]

	.. 561 [40:57.3]
AYS [v]	is, I'll give you a clue, it's past tense in the text. Yani it has
AYS_eng [v]	I mean

[393]

	.. 562 [41:00.7] 563 [41:04.1]
AYS [v]	to be past tense anyway.
AYS_eng [v]	
S2 [v]	Şu! Pişt! Pişt!
S2_eng [v]	That! Hey! Hey!
[c]	*unintelligable talking among*

[394]

	.. 564 [41:22.2] 565 [41:24.8]
AYS [v]	And let me give you another clue. The first one,
[c]	*students*

[395]

	..
AYS [v]	ahm, the first question • • it's a, ahm, heading, sub-

[396]

	.. 566 [41:32.0] 567 [41:35.9]
AYS [v]	heading. • • • That's why you couldn't find it. It is one of the
[c]	*The bell starts ringing*

[397]

	.. 568 [41:39.9]
AYS [v]	sub headings. ((2 s.)) Yani you might have skipped this.
AYS_eng [v]	Well
[c]	

[398]

	569 [41:44.6]	570 [41:50.3]
AYS [v]		
AYS_eng [v]		like division,
S1 [v]	Parçalarına ayrılma işte.	
S1_eng [v]	Fragmentation, man.	
S2 [v]		Yes it's
S3 [v]	We found it. It's in the text also.	

[399]

	..	571 [41:53.3]	572 [41:54.8]
AYS [v]	Bölünme gibi, parçalanma, bölünme.	Is it?	Hm̀, ok.
AYS_eng [v]	fission, division		
S2 [v]	in the text also.		Yes, yes.
S3 [v]		Text also.	

[400]

	573 [41:57.3]	574 [42:01.2]
AYS [v]	• • • Yok, yok! The first one, the first question.	
AYS_eng [v]	No, no!	
S2 [v]	Hangisi?	First one?
S2_eng [v]	Which one?	

[401]

	575 [42:02.3]	576 [42:06.5]
AYS [v]	No, the real first question.	
S1 [v]		Bunda mı, bir
S1_eng [v]		Is it in this one? the next one? Don't
S2 [v]	Haa, ok.	
S3 [v]	Not this one.	Şey, eee, stay.
S3_eng [v]		Well, ehm

[402]

	.. 577 [42:11.3] 578 [42:14.1]
AYS [v]	Seriously. Ok, so we will
S1 [v]	sonrakinde mi? Devam etme.
S1_eng [v]	go on.
S2 [v]	Hm̀.
S3 [v]	Seriously.
S3_eng [v]	

[403]

	.. 579 [42:17.4]580 [42:19.4]
AYS [v]	go on, the next lesson. We'll, ahm, • • when we
S1 [v]	Ok.

[404]

	.. 581 [42:25.3]
AYS [v]	come back, I'll give you the answers.
S3 [v]	((7 s.)) Heee, Hm.

[405]

	582 [42:33.7]
[c]	*The camera is shot.*

APPENDIX 3: TEZ FOTOKOPİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı :Ataş
Adı :Ufuk
Bölümü :İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : *Discourse Functions of Students' and Teachers' Code-switching in EFL Classrooms: A Case Study in a Turkish University*

TEZİN TÜRÜ : Yüksek Lisans ☐ Doktora ☐

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın. ☐
2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullancılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.) ☐
3. Tezim bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.) ☐

Yazarın imzası: ..... Tarih: 23.07.2012