



**CODE-SWITCHING IN EFL CLASSROOMS: A CASE STUDY ON  
DISCOURSE FUNCTIONS, SWITCH TYPES, INITIATION PATTERNS,  
AND PERCEPTIONS**

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## **ABSTRACT**

### **CODE-SWITCHING IN EFL CLASSROOMS: A CASE STUDY ON DISCOURSE FUNCTIONS, SWITCH TYPES, INITIATION PATTERNS, AND PERCEPTIONS**

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This case study aimed to investigate the amount of code-switching used by students and teachers in English as a Foreign Language (EFL) classrooms at the School of Languages at a state university in terms of switch types, initiation patterns, and the discourse functions of code-switching, as well as the perceptions of the participants. Four classrooms consisting of 92 students and 8 teachers took part in the study. 16 lessons in total were observed and video-recorded. The recordings were transcribed along with the researcher's notes. All the teachers and 16 selected students were interviewed to find out their perceptions about code-switching. Interviews were followed by stimulated recalls in which the participants were expected to comment on their own utterances. The results revealed that almost one third of all utterances were code-switched. Students were seen to use a great number of code-switching; however, student-initiated code-switching was found less. In both groups, inter-sentential level of code-switching was used much more frequently. In terms of the discourse functions, students employed 16 functions while teachers employed 13 different functions. Meta-language was used most both by the students and teachers; however, these results did not fit into the perceptions: Students stated that they used it for equivalence most and teachers used it for checking understanding. Overall perceptions favored the use of code-switching in class as a tool facilitating learning.

*Key words:* Code-switching, discourse functions, initiation patterns, switch types, perceptions.

## ÖZ

### YABANCI DİL SINIFLARINDA DİL DEĞİŞİMİ: SÖYLEM FONKSİYONLARI, DEĞİŞİM TÜRLERİ, BAŞLATMA MODELLERİ, VE ALGILAR ÜZERİNE BİR DURUM ÇALIŞMASI

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Bu durum çalışması bir devlet üniversitesinin Yabancı Diller Yüksekokulunda İngilizcenin yabancı dil olarak öğretildiği sınıflardaki öğrenci ve öğretmenlerin dil değişim türleri, başlatma modelleri, söylem fonksiyonları ve katılımcıların algıları açısından dil değişimi miktarlarını araştırmayı amaçlamıştır. Bu çalışmaya 92 öğrenci ve 8 öğretmeni kapsayan dört sınıf katılmıştır. Katılımcı olmayan araştırmacı tarafından toplamda 16 ders gözlemlenmiş ve video kaydı yapılmıştır. Kayıtlar, araştırmacının notlarıyla birlikte çeviri yazıya dökülmüştür. Öğretmenlerin tamamı ile seçilen 16 öğrenci ile dil değişimi algılarını anlamak üzere görüşmeler yapılmıştır. Görüşmeleri, katılımcıların kendi sözleriyle ilgili yorum yapabilmeleri beklenen uyarılmış hatırlamalar izlemiştir. Sonuçlar tüm konuşmaların yaklaşık üçte birinin dil değişimi ile kullanıldığını göstermiştir. Öğrencilerin çok fazla dil değişimi kullandıkları, ancak öğrenci başlatmalı dil değişiminin daha az olduğu görülmüştür. Her iki grupta da cümle bazındaki dil değişimi çok daha fazla kullanılmıştır. Söylem fonksiyonları açısından öğrenciler 16 fonksiyon kullanırken öğretmenler 13 farklı fonksiyon kullanmıştır. Üstdil fonksiyonu hem öğrenciler hem de öğretmenler tarafından daha fazla kullanılmıştır, ancak bu sonuçlar katılımcıların algılarıyla uyumsuz; öğrenciler en çok kelime karşılığı bulma ve öğretmenler anlamayı kontrol etme amaçlı kullandıklarını belirtmişlerdir. Katılımcıların genel bakış açıları, dil değişiminin öğrenmeyi kolaylaştıran bir araç olduğu yönündedir.

*Anahtar kelimeler:* Dil değişimi, söylem fonksiyonları, başlatma modelleri, değişim türleri, algılar.

To my beloved family  
who supported me throughout my work.

Thank you for your belief in me...

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## LIST OF ABBREVIATIONS

<b>EFL</b>	English as a Foreign Language
<b>ESL</b>	English as a Second Language
<b>ELT</b>	English Language Teaching
<b>SLA</b>	Second Language teaching
<b>L1</b>	Native Language
<b>L2</b>	Foreign (Target) Language
<b>NS</b>	Native Speaker
<b>NNS</b>	Non-native Speaker
<b>ST</b>	Student
<b>T</b>	Teacher
<b>MLF</b>	Matrix Language Frame
<b>ML</b>	Matrix Language
<b>EL</b>	Embedded Language

# CHAPTER 1

## INTRODUCTION

The present chapter comprises eight sections. The first section presents the theoretical background to the study in order to provide an introduction to the topic in general. The second section provides positive and negative perspectives of different researchers. The third section presents the purpose of the study. The fourth section presents why and how this study can contribute to the field. The fifth section involves the research questions with the hypothesis. The sixth section presents the definitions of the terms used throughout the study. The next section is the brief presentation of the limitations. The final section is the summary of the chapter.

### 1.1 Background to the Study

English has become the preeminent language of the 20<sup>th</sup> century in various areas all around the world (Crystal, 1997). Owing to its increscent use as an international language, more and more people have inevitably begun to learn English as a second (ESL) or a foreign language (EFL). Turkey is one of the countries where English is taught as a foreign language. In fact, it is not only the foreign language in primary and secondary schools but also the medium of instruction in many universities.

The process of learning English as a foreign language is one of the interests of Second Language Acquisition (SLA). Throughout this process, learners may encounter certain difficulties resulting from the difference between their native language (L1) and the target language (L2). One common result is their being inclined to create situations where they make numerous combinations of L1 and L2 or more linguistic varieties due to several possible reasons. These combinations are the concern of many researchers who deal with the issue of code-switching which is a very commonly observed occurrence in EFL classrooms (Sert, 2005).

Code-switching is defined as "the alternation of two languages within a single discourse, sentence, or constituent" (Poplack, 1980, p.583). Gardner-Chloros (2009, p.4) describes it as "the combination of more than one language or dialect in the

same conversation or sentence by bilingual people." It is further clarified by Milroy and Muysken (1995, p.7) and mostly accepted by many people that "code-switching is the alternative use of two or more languages by bilinguals in the same conversation." Romaine (1995) exemplifies code-switching of a Spanish-English bilingual child as follows:

- (1) "Have agua, please." (Recorded by Kessler, 1984, as cited in Romaine, 1995)  
*Have water, please.*

The concept of code-switching is mostly associated with bilingualism, a situation of knowing more than one language and being able to use them in a conversation with the fluency characteristics of a native speaker (Hamers & Blanc, 1989). That is to say, bilingual people are competent to make use of more than one language in a conversation in a fluent way. Romaine (1995) highlights code-switching as the use of language, rather than a phenomenon of it. Thus, she argues that bilingualism, from a social global aspect, is crucial in cross-cultural communication. Probably, that is the reason why there are so many studies on bilinguals and code-switching (Hamers & Blanc, 1989; Skiba, 1997).

Alongside code-switching and bilingualism, there is a need to clarify the relevant definitions since researchers tend to identify switching, mixing, borrowing or alternation in different ways. Boztepe (2005) in this sense defines the word "code", before all, as a more neutral term of a linguistic variety which can be either a language or a dialect, as Romaine (1995) distinguishes as well. Code-switching has, on one hand, been used by some researchers (Milroy & Muysken, 1995; Myers-Scotton, 2002; Boztepe, 2005) as an umbrella term which covers the inter-sentential level referring to the alternation across sentences and intra-sentential level referring to the alternation within a sentence. Romaine (1995) describes code-switching as the syntactic functions and language from a grammatical approach. Although there are several other approaches to code-switching such as sociolinguistic, psycholinguistic, or pragmatic (Gardener-Chloros, 2009), from a grammatical approach types of code-switching are divided into three: intra-sentential including the determiners, verb phrases, independent phrases, and so on, inter-sentential including independent clauses, and extra-sentential such as fillers, interjections, quotations, tag, and so on.

Poplack (1980), for instance, takes inter-sentential level, intra-sentential level, and extra-sentential level (tag-switching) with a grammatical perspective. To further clarify, the inter-sentential level includes a change in languages within a conversation on a sentence level, while intra-sentential level includes a similar change on a word or phrase level. However, extra-sentential level includes a final tag. Romaine (1995) exemplifies types of code-switching, namely inter-sentential level in Spanish/English as in (2), intra-sentential level in Tok Pisin/English as in (3), and extra-sentential level in Tagalog/ English as in (4):

- (2) "Sometimes I'll start a sentence in English y termino en Espanol. (The name of the book by Poplack, 1980)  
*Sometimes I'll start a sentence in English 'and finish in Spanish'.*
- (3) "Otherwise, yu bai go long kot." (Weinreich, 1968, as cited in Romaine, 1995)  
*Otherwise, 'you will go to court'.*
- (4) "The proceedings went smoothly, ba?" (Bautista, 1980, as cited in Romaine, 1995)  
*The proceedings went smoothly, 'didn't they'?*

Matrix Language Frame Model, a grammatical approach to code-switching by Myers-Scotton (1993), suggests that one language has to be dominant over the other in all code-switching occurrences. Accordingly, the dominant language becomes the matrix language (ML), whereas the other language whose words are inserted in the former becomes the embedded language (EL). Based on this, Myers-Scotton (1993) puts forward two theories that are The Morpheme Order Theory and The System Morpheme Principle. The former claims that the ML determines the word order and the latter claims that the ML determines the grammatical meaning. Accordingly, the ML was expected to be English and EL was expected to be Turkish in this study as the medium of instruction is English and students are expected to speak the target language more and their native language, Turkish, less. However, in a classroom context particularly students use a lot of code-switching seemingly randomly; therefore, it is not easy to cut the points where switches from English to Turkish end



and switches from Turkish to English starts. Thus, both types of switches were examined as a code-switching.

Boztepe (2005) also sheds light on “code-alternation” by defining it in parallel to code-switching as the replacement of one language through a sentence out of the strengths of code-switching. He also highlights the distinction of “insertion” which is the use of single lexical item from a different language within another language. Likewise, some researchers (Bentahila & Davies, 1983, as cited in Boztepe, 2005) accept that code-switching covers both single-word (insertion) and multi-word (alternation) cases.

Some researchers (Sridhar & Sridhar, 1980, as cited in Boztepe, 2005), on the other hand, distinguish code-switching as inter-sentential level and code-mixing as intra-sentential level. Code-mixing, a term used by Hamers and Blanc (1989) to refer to MLF, is defined as the combination of the rules of two languages in one discourse. Some researchers (Pfaff, 1979; Muysken, 2000) even use this term as the cover term including code-switching (inter-sentential) and borrowing which is constituted if a lexical item shows syntactic and phonologic integration, or no integration (Boztepe, 2005).

## **1.2 Two Contradictory Views on Code-switching**

Researchers dwelling on code-switching fall apart in whether it is a positive or negative occurrence in a language learning process. Since code-switching includes the use of L1 in class, some EFL teachers completely object to this, while others think that the use of code-switching indicates an effective strategy use in various aspects (Sert, 2005).

Some researchers (Labov, 1971; Hughes, Shauness, and Brice, 2006), on one hand, assume that code-switching shows incompetence and lack of credibility. That is, it has negative connotations among some researchers. In addition, some others claim that code-switching shows negative transfer because of the L1 in communication, and thus they try to decrease its use while increasing the amount of the L2. In fact, transfer involves using L1 but learners intend to produce L2 (Arnfast & Jørgensen, 2003).

From a socio-cultural perspective, on the other hand, code-switching in fact encourages creative language use and capability of using both languages effectively (Dahl, Rice, Steffensen, Amundsen, 2010). It is inferred that code-switching is in fact a purposeful activity that depends on the communicator's intentions although in its nature it is subconscious (Myers-Scotton, 2002). In this sense, code-switching helps speakers convey the message as a complete message. This is consonant with the lines of Ariffin and Rafik Galea (2009) who state that code-switching is a conflict between the speaker's language use and communicative preferences, not a random behavior or a trace of a lack of linguistic knowledge.

Code-switching has also been claimed to be a useful tool in English language teaching and learning process by many researchers (Cole, 1998; Critchley, 1999; Schweers, 1999; Burden, 2001; Greggio & Gil, 2007). Skiba (1997) even asserts that it is a great chance for language development as it leads to the effective transfer of information between parties. Like Skiba, Romaine (2005) also believes that code-switching is an indication of a bilingual ability to continue the conversation.

Furthermore, Tien and Liu (2006, as cited in Ahmad, 2009) point out that low-achievers benefit from code-switching in comprehension and vocabulary gaps in lessons. Pertaining to this, Sert (2005) underlines the use of code-switching in an EFL classroom as a critical way to bridge the gap between the known (L1) and the unknown (L2). Therefore, rather than a sign of deficiency, code-switching is in fact a strategy that is useful in a social interaction; though it may still stand as a barrier in the long run. What's more, a procedure that requires "English Only" practices may result in frustration among students due to lack of comprehensible input (Brice & Roseberry-McKibbin, 2001; Widdowson, 2003).

### **1.3 The Purpose of the Study**

Since code-switched conversations can provide understanding about various aspects of language such as the frequencies of language structures or which lexical items are combined more, it is essential to have a closer look at the issue of code-switching from different angles (Gardner-Chloros, 2009).

When focusing on code-switching, it is primarily necessary to understand why people switch codes. Sert (2005) touches upon two possible reasons: First of all, it may be a way of self-expression for personal purposes and secondly individuals may want to make close relationships with the other bilinguals from the same ethno-cultural identity. He also points out that the code-switching occurrences may be observed both in natural settings of bilinguals and in classroom settings, but those in the former can also be applicable in the latter which consists of a social group. It can be inferred from his lines that code-switching can be an occurrence observed among bilinguals of a second language or a foreign language. However, a detailed examination is required in order to understand the reasons that lie behind code-switching so that they can be interpreted within the field of SLA. Therefore, this study aims to analyze the discourse functions of code-switching.

In addition, the contradictory views pointed on code-switching make it quite important to understand the nature of code-switching in order to interpret such occurrences correctly. Furthermore, not only the students but also the teachers may make use of two languages in the same conversation without being aware of their production (Sert, 2005). It may be an unconscious process in the natural flow of language learning and teaching process in a class, which makes it critical to gather the perceptions of the code-switchers along with the observations during the lessons.

To sum up, this study aims to investigate the discourse functions of code-switching used by students and teachers, the amount of code-switching by students and teachers, who initiated the code-switching in which situations, which type of code-switching is used more, as well as the perceptions of the code-switchers.

#### **1.4 The Significance of the Study**

A growing body of research has focused on code-switching by Turkish bilinguals (Backus, 2002; Türker, 2005; Ataş, 2012; Koban, 2013). Most studies are mainly dedicated to the amount of code-switching by the learners and teachers, specific functions of code-switching and the code-switching in different language levels. Even though these studies have included observation with video-recordings to obtain the language used in class, fewer have been strengthened by post-observation

interviews or questionnaires. Few researchers dealt with the beliefs and perceptions of code-switcher. Particularly in a Turkish university context, no study so far has dwelled on the perceptions of the teachers and the students who are the real users of code-switching in a language classroom and combined the observations with a post-interview or stimulated recall to elicit the thoughts of the users.

Moreover, some of the studies (Cole, 1998; Critchley, 1999) focused on the use of L1 in language classroom with a pedagogical perspective, rather than the use of code-switching with both a pedagogical and a linguistics perspective. Therefore, the main focus has not been the use of L1 in class and this terminology has been avoided on purpose and the term 'code-switching' was preferred in the entire study.

In addition, probably because studies postulate that it is mostly the students who initiate the code-switching, many have not dwelled on the teacher-initiated code-switching, presumably due to the concerns of teachers. Nevertheless, an examination of in which structures they initiate code-switching, in which situations and for which reasons they act so may indeed reveal interesting results that may also be beneficial to improve their teaching perspectives.

Furthermore, many studies have not moved beyond the definitions of the inter-sentential and intra-sentential levels of code-switching. Hence, there is a need to find out in which situations students and teachers code-switch in these two levels along with the amount of these levels in an EFL class with their implications on language learning.

Thus, this study will provide an analysis of code-switching from various aspects of language and linguistic features, and most importantly the perceptions of students and teachers on their own utterances.

### **1.5 Research Questions**

The present study aims to investigate code-switching in terms of frequencies, discourse functions, initiation patterns, switch types, and perception of the code-switchers. Hence, the research questions are as follows:

1. What is the amount of code-switching in terms of:
  - a. Inter-sentential, intra-sentential, and extra-sentential levels of code-switching by pre-intermediate level Turkish students at a preparatory school of a state university and their teachers?
  - b. Student-initiated and teacher-initiated code-switching?
2. What are the discourse functions of code-switching used by students and teachers?
3. How do students and teachers themselves perceive the phenomenon of code-switching?

English is the medium of instruction and hence is the ML, whereas Turkish is the native language that is not supposed to be frequently used in class. An average of 20% of the all utterances by all the participants was expected to be code-switched. Therefore, the morpheme order and the grammatical structures of English are expected to be dominant over Turkish. However, since students still tend to speak Turkish a lot in classes, they are expected to employ more inter-sentential level of code-switching than intra-sentential level. Obviously, student-initiated code-switching is expected to outnumber teacher-initiated code-switching as students are not concerned to change languages. However, the situations they initiate code-switching may differ as teachers may initiate in classroom management and in classroom routines such as announcements whereas students may initiate while asking clarification questions or making jokes. In terms of discourse functions, students who struggle to find the exact vocabulary items are expected to employ code-switching mostly to fill in the gaps for vocabulary items while teachers are expected to code-switch to facilitate understanding and to attract attention. Finally, in terms of beliefs and perceptions, students are anticipated to perceive code-switching as a lack of competence; while teachers will assert that they use it not because of lack of competence but just to assist students' understanding or to attract attention. In other words, students will make negative interpretations whereas teachers will believe they benefit from code-switching.

## 1.6 Definition of Terms

**Code** refers to a general name for languages, dialects, registers, and other varieties of a language (Gardner-Chloros, 2009). Thus, each of two languages in code-switching in this study can be counted as one code.

**Code-switching** is defined by Gumperz (1982, p.59) as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". It is a process of forming strings consciously or unconsciously according to the internal rules of two languages (Gumperz,1982). Following is an example of code-switching (Zentella, 1997, p.37)

(5) Lolita: "Oh, I could stay with Ana?"

Marta: ... "but you could ask *papi* and *mami* to see if you could come down."  
*But you could ask 'father and mother' to see if you could come down.*

Lolita: "OK."

Marta: "Ana, if I leave her here would you send her upstairs when you leave?"

Zentella: "I'll tell you exactly when I have to leave, at ten o'clock. *Y son las nueve y cuarto.*"

*I'll tell you exactly when I have to leave, at ten o'clock. 'And it's nine fifteen.'*

Marta: "Lolita, *te voy a dejar con Ana.* Thank you, Ana."

*Lolita, 'I'm going to leave you with Ana'. Thank you, Ana.*

**Code-mixing** refers to a change of two languages with one another in a sentence of an oral or written communication. Therefore, it is more like the intra-sentential level of code-switching which can be considered as an umbrella term.

**Alternation** is to use two grammatical systems of languages alternatively like changing one "language" in a sense of changing a word. Therefore, code-switching consists of alternation to contextualize an utterance (Nilep, 2006).

**Insertion** is the case in which the element(s) of a language are used within another more dominant one just like using few words of French in an English sentence. Most of the insertions consist of content words and the grammar of the sentence is based

on the dominant one. Insertions are generally used with the foreign words into the dominant language that does not have an exact word in it for these foreign words.

**Borrowing** is defined by Campbell (1998) as the process of one language taking words from another to make them a part of its own lexicon. In order to differentiate borrowing from code-switching, some features of borrowing were determined by Poplack and Sankoff (1984) as follows:

- Borrowings become a part of the vocabulary of the new language.
- Borrowings may go through changes in terms of phonology, morphology, semantics, and syntax.
- Borrowings can be a frequent part of daily speech having been recognized by the speakers of that language.

**Bilingualism** is defined as knowing more than one language and having the ability to use them in communication (Cantone, 2007). Bloomfield (1933, p.56, as cited in Romaine) sets the criteria of bilingualism as the "native-like control of two languages" while Haugen (1953, p.7, as cited in Romaine) points out that once a speaker of one language makes a completely meaningful utterances in another language, bilingualism begins. Hence, it can be inferred that both ESL and EFL learners can be counted as bilinguals when they start to use two languages meaningfully.

**Second Language Acquisition** refers to learning a second, third or fourth language either in a country where the language is spoken or in a classroom atmosphere (Ellis, 1997).

**English as a Second Language (ESL)** refers to learning English in an English-speaking country where the language and its culture is dominant, like learning English in the USA.

**English as a Foreign Language (EFL)** refers to learning English in a non-English-speaking country where the native language is different, like learning English in Turkey where Turkish is the **native language (L1)** whereas English is the **target language (L2)**.

**Inter-sentential level** is a type of code-switching on a sentence base; that is, it occurs across sentences.

**Intra-sentential level** is a type of code-switching on a word or phrase base; that is, it occurs within a sentence.

**Extra-sentential level** is a type of code-switching on a tag base or a discourse marker, particularly in the beginning or at the end of a sentence.

**Matrix Language Frame Model** is a theory offered by Myers-Scotton (1993) that in code-switching one language will dominate another in the conversation. The most powerful language in this sense is called the Matrix Language while the weaker one is called the Embedded Language.

**The Morpheme Order Theory** suggests that the morpheme order is derived from only one language, the ML.

**The System Morpheme Principle** suggests that the system morpheme is derived from only one language, the ML.

### **1.7 Limitations**

The study has the following limitations. The biggest limitation occurred in the categorization of the discourse functions since some of the utterances were likely to be grouped in two different functions. Therefore, there happened a tendency to group most of the functions that were related to the grammar instructions in the meta-language function.

Moreover, the occurrences of code-switching by the teachers were limited as the medium of instruction is English and they were supposed to use the target language in class. Therefore, they might have limited their L1 use in the observations due to the presence of the camera and the researcher. Furthermore, some of the teachers were observed trying to manipulate the way students behave and speak. However, students were quite relaxed to employ both languages frequently.



In addition, the data collection process was limited to twice for each teacher and four times for each classroom, but for a better examination of the real use of functions and comprehending the beliefs of the switchers, further study can be designed as a longitudinal study on a wider scale.

### **1.8 Conclusion and Summary**

This case study focuses on code-switching cases of the students and the teachers in an English language classroom in Turkey. Rather than any other related definitions, the direct term that is used in the study is code-switching which refers to the use of more than one language in a single conversation. Although there are positive and negative perspectives offered about the use of code-switching, it apparently serves to a number of specific functions, one of which is the discourse functions. This study investigates the discourse functions of the code-switching as well as how much it is used in the classroom, who initiates the code-switching and how, what sentential level is used more frequently, and what the speakers themselves think about their own code-switching. Due to the fact that the medium of language is English in this school, the number of code-switching cases may be lower than expected, however, they are supposed to reveal useful results to be interpreted in a pedagogical context since this study provides several aspects of code-switching.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The present chapter discusses the theoretical background to code-switching from different perspectives such as the discourse functions, the amount of code-switching, initiation patterns, and the switch types in three sentential levels. The chapter also presents the research about the perceptions of the participants on code-switching, pedagogical implications of code-switching and the conclusion and summary of various research on code-switching.

#### **2.1 Theoretical Background**

Code-switching has long been the subject of many studies in different aspects including the specific functions of code-switching, the amount of code-switching, level of the students, the perspectives of native or non-native teachers in an EFL context, pedagogical focus, and neuro-linguistics aspects like the time amount of choosing one particular language (Auer, 1998; Reyes, 2004; Üstünel & Seedhouse, 2005; Hobbs, Matsuo, & Payne, 2010; Ataş, 2012; Macizo, Bajo, & Paolieri, 2012; Koban, 2013).

In the present study, however, particularly the discourse functions of code-switching has been found out as the reason why students and teachers in an EFL classroom generally choose to employ two different languages within one particular conversation. Other research studies focusing on code-switching involve the amount of code-switching by the students and teachers, whether code-switching is students-initiated or teacher-initiated, and whether inter-sentential or intra-sentential, or extra-sentential level of code-switching has been generated more both by the students and teachers.

### 2.1.1 Discourse functions

There have been numerous studies focusing on specific functions of code-switching such as discourse-related (Myers-Scotton, 1989), socio-linguistic (Gumperz, 1982; Boztepe, 2005), conversational (Auer, 1998), and other approaches over the years. However, among the specific functions of code-switching, discourse functions have received the most attention so far. The reason for this situation is that code-switching can be used as a discourse strategy to serve for interactional motivations within a conversation as Poplack (1980) suggests. Gumperz (1982) further clarifies that code-switching occurs as a discourse phenomenon when speakers tend to combine different language systems so as to deliver their messages. Accordingly, he defines six discourse functions that are quotations, addressee specification, interjections, reiteration, message qualification, and personalization versus objectivization (Gumperz, 1982).

Reviewing the literature, it can be seen that many researchers defined different discourse functions based on their observations in a certain context. One of them is Saville-Troike (1982) who identified eight different functions of code-switching: softening or strengthening of a request or command intensification/elimination of ambiguity (repetition), humorous effect, direct quotation and repetition, ideological statement, lexical need, exclusion of other people within hearing, avoidance strategy, and repair strategy. Another is Ariffin & Rafik Galea (2009) who defined eleven categories: signaling social relationships and language preferences, obviating difficulties, framing discourse, contrasting personalization and objectification, conveying cultural -expressive message, dramatizing key words, lowering language barriers, maintaining appropriateness of context, showing membership and affiliation with others, and reiterating messages. In the same vein, Huang (2008) categorized eight functions of code-switching by the students in three classes: a linguistic gap, repeating the same pattern, tattle telling, translating, attracting attention, expressing emotions, avoiding punishment, and turning to the L1 in the existence of native teachers.

In terms of discourse functions of teachers, Mattson and Burenhult (1999) states that the code-switching of teachers may be an automatic occurrence while giving

grammar instructions, expressing emotions with a supportive approach, and clarifying a meaning. In contrast, in terms of discourse functions of students even though they may not also be aware of their code-switching, the categories may differ in that they may frequently make use of code-switching for equivalence, which means the use of target language for explanations due to the incompetence in the foreign language.

Through unstructured and semi-structured interviews and observations on one British and two Japanese language teachers, Hobbs, et.al (2010) formed twelve categories based on teachers' code-switching: opening, warm-up, instructions, explanation, checking comprehension, translation, timekeeping, praise, elicitation, answering students' questions, and correction.

It can be inferred from the various categorizations of discourse functions by a number of researchers that code-switching can serve different discourse functions by different speakers in different contexts. Therefore, researchers define different categories according to their data and add or drop some of the categories defined earlier by different researchers such as Eldridge (1996) who defined seven categories for both teachers' and students' code-switching that are equivalence, floor holding, meta-language, reiteration, group membership, conflict control, and alignment and misalignment. The definitions and examples of the seven categories presented by Eldridge (1996) are listed below:

- a. Equivalence:** It refers to the use of an equivalent item in the other language.  
(6) "Teacher, cave it means in Turkish mağara?"  
*Teacher, cave it means in Turkish 'cave'?*
- b. Floor holding:** It refers to the use of other language when there is a need to keep the conversation on.  
(7) "Where did Robert? ...ondan sonra? ... neydi?"  
*Where did Robert? ...'after that'? ...'what was it'?*
- c. Meta-language:** It refers to the use of other language for comments, evaluation, and talk about the task.  
(8) St1: "Where did Gary go?"

St2: "Ben soracağım. Where did Gary go?"

*I will ask'. Where did Gary go?*

**d. Reiteration:** It refers to the use of the other language to reinforce, emphasize, and clarify the message when not understood.

(9) St1: "Flowers . . he? ... flowers."

T: "Flowers."

St2: "Flowers ... cicek."

*Flowers ... 'flowers'.*

**e. Group membership:** It refers to the use of the other language to show in-group identity markers produced for comic effect like a 'word-play'.

(10) "My best friend 'im'."

*My best friend 'my'.*

Discourse markers may be manufactured with a social function.

(11) "I like being corrected yani because I learn yani."

*I like being corrected that 'is' because I learn 'that is'.*

**f. Conflict control:** The strategy of conflict control refers to the use of other language to create ambiguity in order to deal with situations in which there is a potential conflict.

(12) 'I say 'liar' (in English) to my friends, because I don't want to say yalancı because I'm not sure. I say 'no' to my cousin because I don't want to say bad things to her or disagree with her.'

*'I say 'liar' (in English) to my friends, because I don't want to say 'liar' because I'm not sure. I say 'no' to my cousin because I don't want to say bad things to her or disagree with her.'*

**g. Alignment and disalignment:** These functions refer to the use of another language to adopt a temporary social role or to leave it again and find another role in the communication.

- (13) L1: "What did you do yesterday?"  
L2: "*Neden siz... Why are you...*" (Indecipherable) (This creates a slight commotion, with general reversion to Turkish for a few seconds).  
*Why are you ... Why are you ... (indecipherable)*  
L3: "Be quiet."  
L4: "Please be quiet, friends."

Having been adopted from Eldridge (1996), categories in the study of Sampon (2011) were listed as follows: equivalence, meta-language, floor holding, reiteration, socialization, and L2 avoidance. In this study, Sampon (2011) focused on learners' code-switching and their 'English only' procedures in two classes of Spanish speakers who were learning English in different levels.

### **2.1.2 The amount of code-switching**

Studies demonstrate that there are a number of factors that affect the code-switching of adults, such as participants, setting, topic, and form and function of the conversation (Fantini, 1985; Reyes, 2010). Reyes (2010) summarizes them as the addressee, the topic and the situation. Therefore, the amount of code-switching may vary depending on the speaker's exposure to language, age, level, position, context, and so on. Many studies focusing on how much code-switching occurs in a classroom basically put forth an obvious result that the amount of code-switching by students is more than that of the teachers (Ataş, 2012). Ataş's (2012) study also revealed that teachers use a number of discourse markers for overall discipline and clarification, whereas students use them for displaying understanding and for jokes.

Analyzing the recordings of an immigrant child from Norway to the USA, Dahl, et al. (2010) discovered that although not the dominant language in his surrounding, the child employed Norwegian more with % 58 in order to clarify things while reporting and finding the equivalence of the unknown words. Therefore, they interpreted that his use of language did not show the patterns of a bilingual, but a non-native speaker.

The result of another study by Reyes (2004) displayed that older children employ more code-switching with a larger variety of functions than younger children. The

findings of this study supports the idea that code-switching shows that it is a positive strategy used in communicative interactions, but not a deficiency in their proficiency.

Concerning the amount of code-switching according to gender, Momenian & Ghafar Samar (2011) found out that males and females might outnumber one another in different functions of code-switching.

Concerning the amount of code-switching according to different levels, Ataş (2012) found no significant result in terms of the code-switching use; however, Momenian & Ghafar Samar (2011) concluded that elementary classes outnumber advanced classes in terms of the amount of code-switching; likewise, their teachers employ more code-switching than those of the advanced classes.

Concerning the amount of code-switching according to the native (NS) and non-native speaker teachers (NNS), Hobbs, et al. (2010) discovered that the use of code-switching by the NNS teachers was apparently a lot more than that of the NS. However, this amount was all conscious as NNS teachers supported the existence of L1 in language classrooms, while NS teachers asserted that L1 would cause more confusion in the learning process.

To sum up, the question of how much code-switching occurs in classrooms based on different aspects, Huang (2008) states that the more speakers are exposed to English, the less code-switching they employ. Therefore, the amount of code-switching may differ from student to student, teacher to teacher, or country to country.

### **2.1.3 Switch types**

Code-switching consists of three types: in an inter-sentential level, it involves a language alteration across sentences, whereas in an intra-sentential level, it involves a language alteration within a sentence (Saville-Troike, 1982; Milroy and Muysken, 1995). These levels are also referred as inter-phrasal for those between two sentences and intra-phrasal for those in the middle of a single sentence (Ariffin & Rafik Galea, 2009; Gabusi, 2009). On the other hand, code-switching in an extra-sentential level involves a language alteration particularly in the beginning or in the end of a sentence through a discourse marker or a tag structure (Poplack, 1980).

Extra-sentential level, inter-sentential level, and intra-sentential level code-switching are exemplified as follows (Zentella, 1997 p. 94-95):

Extra-sentential switching:

- (14) "Porque estamos en huelga de gasolina, right?"  
*'Because we are in a gas strike', right?*

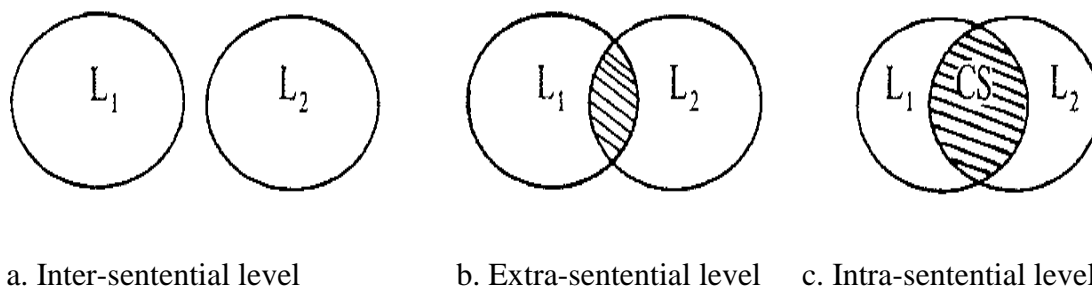
Inter-sentential switching:

- (15) "Vamo/h/ a preguntarle. It's raining!"  
*'Let's go ask her'. It's raining.*

Intra-sentential switching:

- (16) "Charlie tried to push Gina in and, bendito, Kitty fell on her head."  
*Charlie tried to push Gina in an, 'blessed', Kitty fell on her head.*

Poplack (1980) represents the three levels of code-switching in clusters as in the following figure:



*Figure 2.1.* Poplack's representation of code-switching

*Note.* Taken from Poplack, 1980, p. 615

In her quantitative sociolinguistic analysis of selected behaviors, Poplack (1980) investigated the functional factors as being the constraints on code-switching and aimed to incorporate the linguistics and functional results with the code-switching behavior. 66 hours of recording daily communication from the natural speech of 20 Puerto Rican bilinguals of different abilities revealed 1835 code-switching



occurrences The results illustrated that the frequent use of code-switching by the fluent bilinguals were intra-sentential where the syntactic rules were not violated, whereas the non-fluent bilinguals preferred code-switching across sentences and were not bothered by their grammatical violations. Instead, intra-sentential code-switching that requires more skills was favored more. It can be inferred from the intra-sentential code-switching of fluent speakers and the extra-sentential code-switching of the non-fluent speakers that the use of code-switching differs depending on the bilingual ability of the speakers. Poplack (1980) also stated that the intra-sentential code-switching is preferred more in in-group membership than in non-group membership.

A recent study by Koban (2013) on 20 Turkish English bilinguals in the USA aimed to find out the relationship between the language proficiency and their sentential level of code-switching. The data gathered from a sociolinguistic survey and interviews revealed 831 code-switching occurrences, and the results displayed that intra-sentential level code-switching occurred a lot more than inter-sentential level code-switching. As a result, a positive, but no significant correlation between the proficiency and sentential levels was found. Koban (2013) attributed the results to that more proficient speakers tend to make more intra-sentential level code-switching.

#### **2.1.4 Initiation patterns**

In an EFL classroom, although the native language of both the teachers and the students may be the same, they are all supposed to use L2 to increase the amount of exposure to the target language. However, due to several possible reasons, one side may choose to include L1 either in a sentence or across sentences. Even the body language or even a gesture may lead the addressee, not the speaker himself, to turn back to L1. Who initiates the code-switching occurrence also depends on the participants, topic, and situation.

Although there are various research studies on different angles of code-switching, student-initiated code-switching and teacher-initiated code-switching only remain in

the definitional basis rather than on a study focus. Therefore, studies on who initiated the code-switching are quite limited.

Üstünel and Seedhouse (2005) dwelled on teacher-induced code-switching and teacher-initiated code-switching. The former provides a prompt for the learner to employ the L2, whereas the latter serves to twelve functions: dealing with procedural trouble, dealing with classroom discipline, expressing social identity, giving an L1 equivalent, translating into the L1, dealing with a lack of response in the L2, providing a prompt for L2 use, eliciting an L1 translation, giving feedback, checking comprehension in the L2, providing meta-language information, and giving encouragement to participate.

## **2.2 Perceptions on Code-Switching**

The perceptions of code-switchers have received less interest (Eldridge, 1996). Although more studies are getting interested in perceptions (Ahmad, 2009; Gabusi, 2009; Hobbs, et.al., 2010), focus on why they employ code-switching for what functions and what implications still remain shadowed. Nevertheless, they are essential to figure out what speakers consider about their own use of code-switching.

The study of Hobbs, et.al. (2010) on the perceptions of the code-switchers via interviews with one NS and two NNS teachers showed that two groups of participants fell apart in their perceptions of the use of code-switching in class. While NS teachers highlighted the significance of the target language thanks to expose and saving time, NNS teachers refused the idea by claiming that using L2 all the time is not always possible and also not necessary due to several reasons. The study also revealed issues concerning the culture of learning and different teacher beliefs because these teachers pave the way to their own teaching and decide how much code-switching they will use or let the learners use as time passes.

In a similar way, Ahmad (2009) investigated the learners' perception of teachers' code-switching, the relationship between teachers' code-switching and student success, the relationship between teachers' code-switching and students' affective support, and the future role of code-switching in student learning. The data collected from 257 low English proficient Malaysian university students put forward various

functions of teacher code-switching and demonstrated that most of the students believed the teachers used code-switching to check understanding. On the other hand, some others indicated that they used it for grammar instruction. Briefly, learners' overall perception of teachers' code-switching was positive. Code-switching was also highly associated with student success in that it helped them understand difficult concepts, grammar points, and new vocabulary. Finally, most of the students believed in the future use of code-switching. This study, in short, highlighted the benefits of code-switching in language classrooms from the eyes of learners in terms of teacher use of code-switching.

Dealing with the code-switching of two different levels of students, Gabusi (2009) video-recorded their teachers to find out their perspectives on whether the code-switching of two groups differs and how, if so. The teachers revealed different uses of code-switching based on their reasoning. These functions are basically affective function, facilitating comprehension I, and facilitating comprehension II, linguistic insecurity, and repetitive function.

One of the studies that make a connection between teachers' code-switching and student learning is the investigation of Polio and Duff (1994) that focus on when and for what functions language teachers use their L1. The data gathered from the observations propounded that teachers used code-switching to attract attention and to refer to the cultural words when they could not find equivalence. By making interviews with the teachers, the researchers offered them an opportunity to explain their rationale for code-switching as in the present study, and they found out that the teachers were reluctant to use the target language to teach grammar.

### **2.3 Pedagogical Implications**

There is a growing body of research on code-switching, most of which either has a unique focus on or conclude with the implications of code-switching in the teaching and learning context. Üstünel and Seedhouse (2005), for instance, examined the pause length to answer a question in the target language while teachers encourage the students to use L2 via teacher-induced and teacher-initiated code-switching. As a result of their investigation of the code-switched utterances, they pointed out that the

preferred language of the learners and their degree of alignment or disalignment with the teacher's pedagogy were somehow related. What they emphasized was the finding that the students were prone to use code-switching more while interacting with others.

Similarly, Moore (2002) suggested that if learners make similar kinds of code-switching, it can help form different interactions which can promote a discourse of a negotiation. Therefore, he encouraged the use of L1 to attract attention since he believes that the more students are exposed to language in class, the better it is for learning a language. Huang (2008), in the same vein, stated that the more students are exposed to the language, the more they use the target language and the less they use code-switching.

Sampon (2011) also promoted L1 use in class because of the finding that if teachers encourage learners to use L1 when needed, it will result in increased learner motivation. In addition, Huang (2008) pointed out in her study that the advantages of using code-switching in class were much greater than the disadvantages. Similarly, Momenian and Ghafar Samar (2011) alleged that advantages of L1 use in class outnumbered the detrimental aspects; therefore, they support the existence of L1 in class, as well.

Moreover, Moore (2002) and Reyes (2004) stated that data on code-switching also show a high meta-linguistic awareness of the speakers when the code-switched signs in utterances are examined. For the teachers, code-switching may also be useful when changing topics, using repetitive functions and affective purposes in class (Mattson & Burenhult, 1999). On the other hand, there may be detrimental effects of using code-switching for repetitive purposes in long term since students may be prone to wait for the L1 instructions rather than listening to the "English only" instructions or explanations (Sert, 2005).

Hobbs, et. al. (2010) pointed out that teachers make use of certain patterns both in L1 and L2 because culture of learning, teachers' personal beliefs on teaching, and their practices make them shape their way of teaching and using L1 and L2 together in class. To exemplify, it is seen that the past experiences of NS teachers as language

learners in an EFL context strongly influence their teaching context. Accordingly, NS teachers powerfully believe that the dominant language while presenting the content should be in L2, whereas the classroom language in which the announcements are made or the routines are spoken can be in L1 in order to save time and avoid misunderstanding. In contrast, NNS teachers in an EFL context insist on using L2 all the time so as to increase exposure. All in all, the fact that teachers are able to be flexible to modify their beliefs and practices are crucial for their future careers while framing their teaching philosophies. Therefore, it is required that they are presented all these issues during their teacher education (Hobbs, et. al., 2010).

From another perspective, Weinreich (1953, as cited in Poplack, 1980) put forward the doubts that while some students may have the ability to control their code-switching, some other students may not owing to the individual differences they have (p. 73). This skeptical view may have critical implications on teaching a second language. As a result, it should be questioned whether code-switching should be fostered in EFL classrooms and whether students should be encouraged to employ code-switching rather than relying on L1 most of the time.

Allowing L1 in class should only exist if L1 of all the participants in class is the same. Otherwise, students with different L1 may face many problems. If L1 of most of students in class is the same, the teacher must have a sufficient competence in L1 of students. Otherwise, they may not obtain positive results due to their use of code-switching in class (Sert, 2005).

## **2.4 Conclusion and Summary**

Numerous research studies have focused on code-switching from different aspects up to now. For instance, some of them have dwelled on specific functions such as discourse functions which are defined differently based on the data gathered. One of the those that gained a great acceptance is the categorization offered by Eldridge (1996), the one that is used as basis in the present study.

On the other hand, some other studies (Auer, 1998; Reyes, 2004; Üstünel & Seedhouse, 2005; Hobbs, et.al, 2010; Ataş, 2012; Macizo, et.al, 2012; Koban, 2013) have investigated code-switching in terms of proficiency level, gender of the code-

switchers, sentential levels, neuro-linguistics aspects, perceptions of the code-switchers, pedagogical aspects, and so on. They vary in various aspects of participants, too. In addition, the findings of many studies have so far revealed that code-switching is perceived as a positive tool that can be used in language learning and teaching to serve to several functions.

## CHAPTER 3

### METHODOLOGY

The third chapter consists of six sections. The first section presents the number and the descriptions of students and teachers who took part in the study. The second section displays how the data was gathered. The third section shows the procedure of how this study was conducted step by step. The fourth section is devoted to the analysis of the data and the research techniques. The next section gives a summary of the pilot study. Finally, the last section presents a conclusion and summary.

#### 3.1 Participants

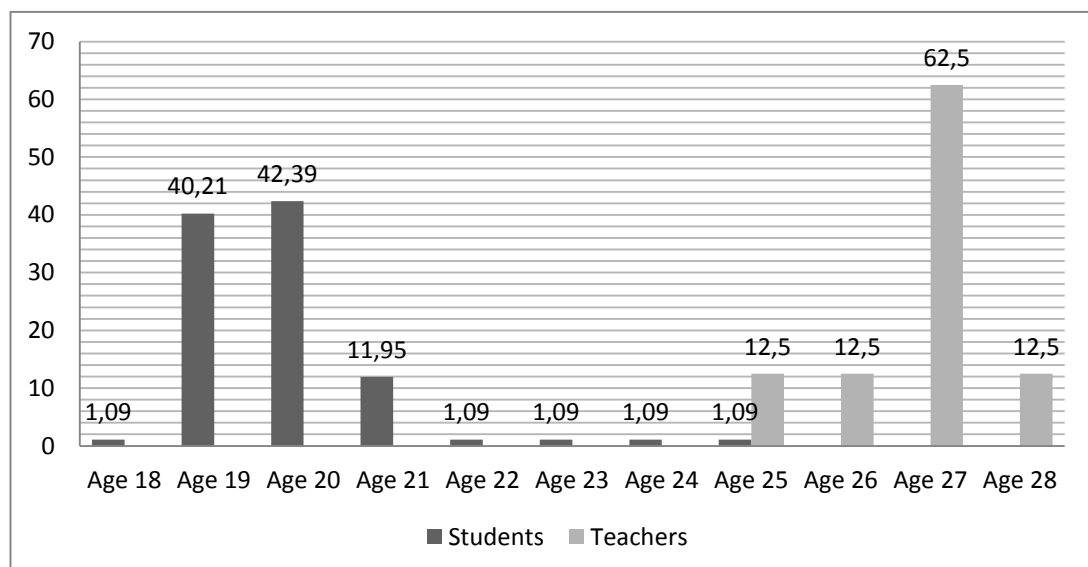
The population in a research refers to the entire group about whom the study is conducted, whereas the sample refers only to those with whom the study is actually conducted as the representatives of the whole group (Dörnyei & Taguchi, 2010). Accordingly, the population of this study is 1435 students and 74 instructors at a state university in Ankara, Turkey and the sample group is 92 EFL students and 8 teachers in this school. The participants of this study were (N=100) arbitrarily selected through the random sampling which is defined as "a selection of participants relying totally on random basis based completely on chance in order to include subjects with similar characteristics to the population" (Dörnyei & Taguchi, 2010, p.61). Among the two types of random sampling, simple and stratified, this study fits in the simple random sampling that is the best way used to select the representative sample from the population (Mackey & Gass, 2005). This way, each member obtains an equal chance of being selected and is independent of another (Cohen, Manion, & Morrison, 2007). This method hence increases the degree of generalizability to increase the external validity (Cohen, et.al, 2007).

Although not a direct research question in this study, some demographic information of the participants was gathered in case it may be influential in their use of code-switching as a moderator variable which refers to an independent variable that may

alter a relationship though not the main focus in a study (Mackey & Gass, 2005). Therefore, it was asked to the students completed a demographic form including their age, hometown, the type of high school they graduated and how much experience they have had abroad, if any. Likewise, the teachers were asked about their age, hometown, how much experience they have in the current institution and/or an earlier one if any, and how much experience they have had abroad, if any.

The age category of both the students and the teachers within each group did not vary a lot. Most of the students started studying at this university as soon as they graduated from high school or in their second year. In addition, teachers were quite young around the same age group.

Table 3.1. Age of the students and teachers



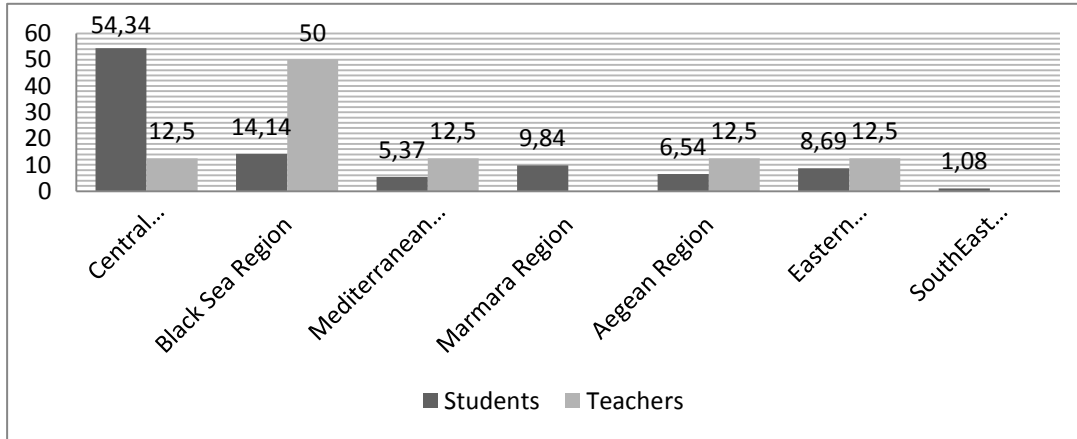
More specifically, Table 3.1 demonstrates that most of the students are at the age of 19 (40,21%) and 20 (42,39%) and the age frequency changes between 18 and 25. 11 students are at the age of 21 (11,95%) and the other age groups consist only of one person each. Table 3.2 demonstrates that most of the teachers are at the age of 27 (62,5%). Other three teachers are the ages of 28, 26, and 25.

On the other hand, the cities that students and teachers come from differ a lot. There is a large group of students from the Central Anatolian Region, particularly from



Ankara where the school is located; however, there is a wide range of cities for the rest. The variety is the same with the teachers.

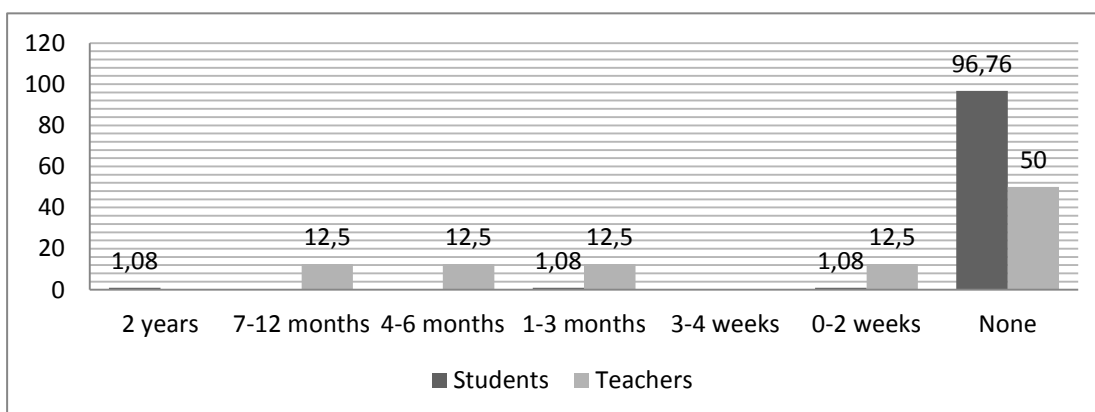
Table 3.2. Hometowns of the students and teachers



As seen in Table 3.2, 50 students (54,34%) came from the Central Anatolian Region that involves Ankara from where 32 students (32,78%) study in this school. That there are students from 34 different cities apart from Ankara revealed a great variety. In contrast, there are no teachers from Ankara but only one teacher from the Central Anatolian Region as seen in Table 3.2. However, in general it can be said that half of them are from the Black Sea Region and the others differ, too.

In terms of exposure to a second language in a foreign country, a great number of students haven't had an opportunity to go abroad. Similarly, only half of the teachers have been abroad before, yet none of them is for teaching purposes.

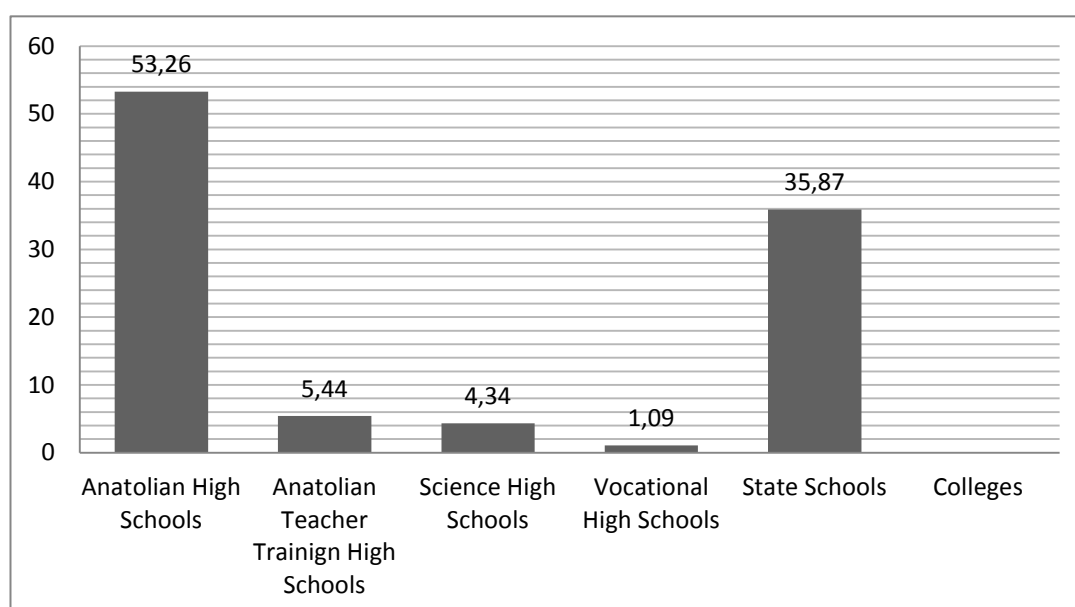
Table 3.3. Abroad experience of the students and teachers



Only 3 students (3,24%), as Table 3.3 shows, have had abroad experience with two years the longest and two weeks the shortest. However, not all the countries they have been to have English as their official language. Similarly, only 4 teachers (50%) have had abroad experience with one year the longest and two weeks the shortest and only one of them was an English speaking country.

The type of high school that most students graduated from is Anatolian High Schools which are state schools with higher points to be accepted to study at. In their curriculum, these schools have more English lessons compared to the state high schools.

Table 3.4. Types of high schools that students graduated from

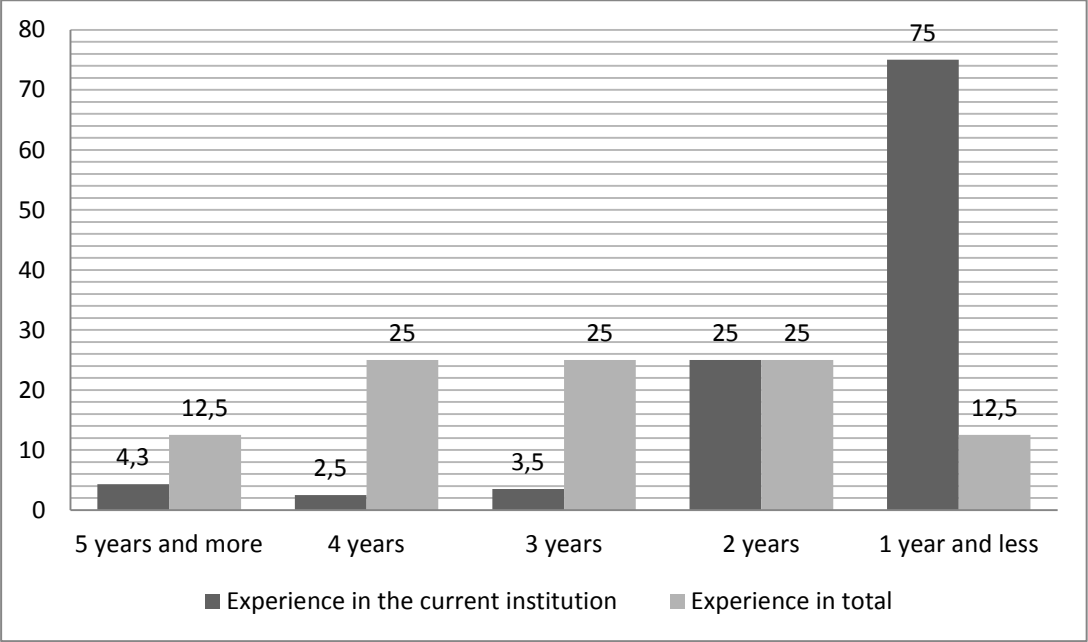


Those who graduated from Anatolian High Schools were 49 students (53,26%) who were followed closely by 33 students (35,87%) who graduated from regular State Schools which require no achievement to be accepted to study at and have limited hours of English lessons. Other types of high schools were Anatolian High Schools, Science High Schools, and Vocational High Schools, the first two of which also have more English lessons while the last one does not.

Finally, as to the experience of teachers, in total it does not go beyond 5 years with one year the least. In terms of the experience in the current institution, most of them

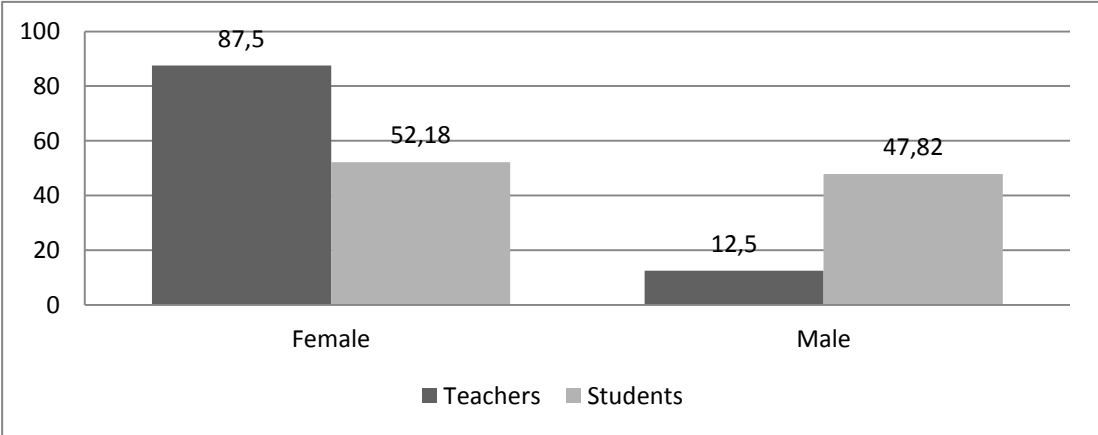
are just in their first year. Table 3.5 demonstrates that the total experience of the teachers vary from one year, 1 teachers (12,5%) to five years, 1 teacher (12,5%). 6 of the teachers (75%) are in their first year of teaching in the current institution while 2 of them (25%) are in their second year.

Table 3.5. Experience of the teachers in the current institution and in total



Participants included 44 male (47,825) and 48 female (52,18%) students as well as 1 male (12,5%) and 7 female (87,5%) teachers. However, gender difference is not a direct variable to be considered in the results.

Table 3.6: Gender of the participants: Students and teachers



In this institution, each classroom has two teachers: one main and one partner teacher. These two teachers have another classroom in which the partner teacher becomes the main teacher and vice versa. In this study, no two classrooms with this partner class organization were included. That is, four teachers were randomly asked whether to involve in the study and upon their and the partner teachers' acceptance, their four classrooms were selected to involve in the study.

This institution has no classrooms of different levels of English. That is, all the classrooms are supposed to be in the pre-intermediate level having 25 hours of English lessons a week (What is meant by a lesson hour is a 50-minute-lesson). Therefore, four random classrooms were chosen upon the agreement of their teachers. However, no English preliminary test was applied since the level difference is not a variable to be tested here.

This institution adopts an integrated approach in language teaching. That is to say, four skills in a language, namely speaking, writing, reading and listening, are all included in the annual curriculum as well as the testing and evaluation. In other words, the fact that they frequently have speaking tasks in class, presentations and role play as part of their portfolio work, as well as separate speaking exams have already prepared them for communicative tasks. The fact that most of these tasks and tests are conducted by another teacher rather than the main teacher of the class and that there are frequent teacher observations in the whole institution made the students familiar with the presence of a different teacher in their classroom. Therefore, although the observer's paradox, "a case in which the observed group feel uncomfortable and do not behave as they normally do or exaggerate what they normally do" (Richards, 2003, p.108), is inevitable, the students in this study are expected to feel comfortable with the existence of the researcher in class.

Both the student and the teacher participants were given a consent form and informed about the study earlier. Therefore, their participation was all on volunteer-based. They were informed that they could withdraw from the study at any point; however, no such cases occurred.

## **3.2 Data Collection Tools**

This study aims to investigate the code-switching in several aspects and the perceptions of its speakers in order to match with the results of the observations and what they really think. Therefore, the data were gathered through observations in four classes and interviews and stimulated recalls with the selected participants.

### **3.2.1 Observations**

Observations, which refer to a kind of method that generates a full description of an event or behavior that participants take part in (Mackey & Gass, 2005, p.175), were the main data collection tool for this study owing to a need for recording what really happens in an EFL classroom in terms of the languages used in the language learning process. A great deal of classroom research has been making use of observations for apparent advantages. For example, observations are great to collect a great deal of data that give the researcher deeper ideas of the observed group in time (Mackey & Gass, 2005). Another good thing is that observations provide "real" data from the classroom that naturally occur (Cohen, et.al, 2007, p.396).

The main aim why recordings of observations were gathered during data collection was to make a transcription of the talk in all four classes in the study and to analyze the utterances of the students and teachers in terms of various aspects of code-switching used; namely the discourse functions, the amount of code-switching by the students and the teachers, who initiates the code-switching, and sentential levels of code-switching.

Each of the four classrooms was observed four times. That makes two observations for each teacher of one class. Therefore, there were 16 observations in this study in total. Each lesson took 50 minutes. Thus, the total amount of the observations was 800 minutes, that is 13,33 hours.

The observations were highly-structured since the researcher knew what to look for in advance and only took notes of this topic by making the researcher passive (Cohen, et.al., 2007). The role of the researcher in the observations was non-participant, direct, and overt (known) according to Cooper and Schindler (2001 as

cited in Cohen, et.al., 2007). Non-participant observer is defined by Dörnyei (2007) as no or just a little involvement of the researcher in the observed setting. In the present study, it was crucial for the researcher to be present in the classroom throughout the video-recordings of the observations since it was difficult to interpret the functions without being the real atmosphere of the natural data. Or else, researcher could have missed some data or misunderstood the actual meaning underlying in the conversations.

The lessons that would be observed had been arranged with the teachers in advance in order not to cause a coincidence with their writing lessons or movie hours during which the students would be more silent. In contrast, their oral production was the important factor in the observations.

Furthermore, teachers were asked not to manipulate anything in their everyday flow of the lesson. In other words, there weren't expected to prepare any extra activities or over-embellished lesson plans for the sake of the observations. In addition, it was emphasized to the teachers that there will be a discourse analysis of the speech in class, rather than their teaching skills so that they were reminded that the observations did not have a focus on their pedagogical skills such as classroom management, L1 use, or the methods they used.

In order to avoid any difference in the course flow and student motivation, all the observations were arranged towards the last lessons of the day. All the observations were video-recorded for the whole lesson time. A video-camera was used with a tripod to stabilize the view and not to distract attention in class. However, the researcher was also in class to take notes of the code-switching cases as well as the other details such as the mimics that are not captured by the video, or the off-task talk of the students that are inapprehensible on video. There was also an audio - recording so as to guarantee to record everything in case of the technological problem that may occur in the camera. Audio recording application of a mobile phone was used for the audio-recordings which were also useful when the sound in the videos is not clear.

### **3.2.2 Interviews and stimulated recalls**

Interview is a tool used in qualitative research designs. The biggest advantage is probably that it helps obtain the unobservable behavior (Mackey & Gass, 2005). It also helps the introverts disclose their feelings and thoughts more comfortably. It may display different points of views that haven't been considered.

Stimulated recall is defined as a method of introspective tools which is used to find out the speakers' thought processes and techniques by providing prompts to make them remember and express their opinions about the process they performed in a certain task" (Mackey & Gass, 2005, p.78). This method can be useful to access a great deal of information about the specific context of the participants (Mackey & Gass, 2005).

Interviews and stimulated recalls in this study had to be delayed in order not to mislead the observational process. When delayed interviews and stimulated recalls were done, supporting materials such as videos or transcriptions can be used (Mackey & Gass, 2005). Extracts of dialogues from the transcriptions, rather than isolated utterances, were asked to the participants in this study.

In contrast to observations that are superficial and easy to uncover with non-participatory observer, interviews and stimulated recalls are deeper and more difficult to uncover with participatory observer (Cohen, et.al, 2007).

Interviews and stimulated recalls were particularly applied together to receive the perceptions of the participants by first asking questions in the interview about the use of code-switching by both the students and the teachers in class and then by reminding their code-switched utterances in the stimulated recall to get them to negotiate and comment on their own code-switching.

Although interviews and stimulated recalls were done together sequentially, interview questions came first to ask a group of selected participants about their thought on code-switching. The selected group consisted of all the teachers but not all the students. Only 2 of those who made the highest number of code-switching in each class and 2 of those who either prefer only English or only Turkish sentences

rather than making code-switching in each class. The latter group cannot be defined as those who made the lowest number of code-switching since some students preferred to be silent during the whole lesson or others only made few code-switching for some clear reasons such as asking for the equivalence of an unknown word. In short, 8 teachers and 16 students were interviewed, 4 students from each class.

Interviews were semi-structured in which there were readily pre-determined set of questions, yet the researcher may ask extra guiding questions according to the flow of the interview (Mackey & Gass, 2005). Both groups were given 7 different prompts to clarify the topic of the investigated behavior and some probes if necessary to further elaborate and exemplify the topic (Cohen, et.al, 2007). Students were basically asked seven questions as prompts about what they think they do in class, why they think they use code-switching, whether they believe their code-switched utterances are of any good for their language development, and what they think about their teachers' use of code-switching. On the other hand, the teachers were basically asked seven questions about why they think they use code-switching, whether it is of any good for their students, whether they do it consciously or unconsciously, whether it shows a deficiency or an advance use of both languages, whether students should be encouraged or discouraged about the use of code-switching in their EFL classes.

Stimulated recall is a powerful tool to have an access to the participants' thoughts on the behavior (Mackey & Gass, 2005). Therefore, it was a tool used in this study to ask the participants their code-switched utterances that they made in class and to discuss together. Stimulated recalls were done immediately after the interview, rather than in a separate session to let the participants consider the questions they were asked and their own sentences so that they could have a better idea of how they really perceive the code-switching cases. Participants were reminded different numbers of utterances depending on how much they talked and how much code-switching they used.

The interviews and the stimulated recalls for each participant were done in Turkish so as to help the participants reflect on their utterances and comment easily on the questions to gather their real perceptions. Furthermore, the questions were simplified



and exemplified while being asked to the participants to help them understand the questions correctly. They took between 5 to 20 minutes which were all audio-recorded with an audio-recording application of a mobile phone in case of missing data due to not being able to take quick precise notes while concentrating on the replies of the participants and producing further questions to clarify what they really meant.

### **3.3 The Procedure**

All four classrooms and eight teachers were selected to participate in the study through random sampling. Both the teachers and the students were first asked for permission orally. Upon having had no unwilling participants, the study started by first giving all the participants an informed consent form that certified their volunteer contributions to the observations as well as the interviews and the stimulated recall.

A brief demographic form was added to the consent form as well to gather certain specific data about the participants. These included their year and place of birth (where they grew up), gender, the type of high school they graduated, and whether they had had any abroad experience and to where, if any. The content of the informed consent form as well as the demographic information questions was orally translated into Turkish for students to avoid any misunderstanding while they were filling in the forms.

The names of student participants were coded with numbers as ST1, ST2, ST3..while those of teachers were coded as T1, T2, T3, and so on in order to keep personal information. The data gathered from the demographic forms were entered in SPSS 16 to describe the characteristics of the participants.

The lessons that were to be observed had been scheduled with the teachers in advance. Before the observed lessons, the teachers were informed about what the observation would be like and their concerns and wishes were taken into consideration, as well. The participants were not informed about the specific questions to be answered in this study until the observations were completed in order not to influence their L1 and L2 use in class, except from a brief explanation in the informed consent form. The teachers were assured that their teaching skills or any

other methodological issue would not be the focus of the observation in order not to cause stress or any undesired behaviors or feelings.

During the observations, a camera recorded the whole lesson from a stable position in the corner viewing the whole class. In addition, the researcher had a seat in the back row to take simultaneous notes. She had no participatory role in the lesson. 16 observations in four classrooms lasted for four consequent weeks. Each classroom was observed once in a week.

The video-recordings along with the audio-recordings and the notes of the researcher were transcribed after each observation. Once the observations and the transcriptions were completed, the code-switched utterances were determined. The students who were to be interviewed were selected according to the number of code-switched sentences they used. Two students who provided the biggest amount of code-switching from each class and two students who provided less code-switching but more tendency to use either English or Turkish sentences only were informed to be interviewed on scheduled dates after classes. That made 16 students and 8 teachers who took part in the interviews which were done together with stimulated recalls subsequently. No academic success was used as a criterion in this selection. Interviews and stimulated recalls were also audio-recorded. By the end of each session, the audio-recordings were transcribed as well.

The transcriptions of observations were formerly analyzed to determine the code-switched utterances. A further analysis of the whole transcription was devoted to find out answers to the other research questions regarding the amount, who initiated them, sentential levels, and the discourse functions. In the same way, the transcriptions of the interviews and stimulated recalls were further analyzed in order to figure out the perceptions of the participants.

### **3.4 Data Analysis**

The present study is a case study that refers to "an analysis of a detailed description of a specific group of participants in a certain setting for individual or classroom learning (Mackey & Gass, 2005, p.351). Therefore, a case study, an investigation of a particular behavior in its real context, is concerned with this specific context and

may allow generalizability, the comparability and transferability of the results (Cohen, et.al, 2007), of some characteristics of the results to the entire population. Case studies are powerful in reality and peculiar strength in social situations. They can provide a descriptive material and hence be used with its implications in the decision-making process of the institution (Adelman, et.al, 1980, as cited in Cohen, et.al, 2007).

This case study investigated the amount of code-switching in an EFL classroom from different aspects such as discourse functions, student-initiated and teacher-initiated code-switching, sentential levels of code-switching, and the perceptions of the code-switchers. Accordingly, a mixed method research design combining the qualitative and quantitative analysis (Dörnyei, 2007) was employed to find the amount of code-switching in the transcriptions of the observations in terms of the afore-mentioned aspects and to interpret the findings in the interviews and stimulated recalls for the reasons why participants code-switched. Mixed method research design is a widely used design that combines the quantitative and qualitative data so that the data have an increased validity of multi-level analysis of complex issues and hence improves the strengths while reducing the weaknesses (Dörnyei, 2007).

Cohen, et.al (2007:396) stated that "Observations provide a 'live' data from naturally occurring social situations." Knowing what to look for, a highly structured observation was conducted by the presence of the researcher with a non-participant role along with a video-recording. The video-recordings were transcribed together with audio-recordings and researcher notes in order to reduce the amount of the data that might be missed. The transcriptions of the code-switched utterances were first determined to select the participants for the interviews and stimulated recalls. In this early analysis, the code-switched utterances of the students were highlighted with a red-color-code while those of teachers were highlighted with a green code. In order to determine the switches, Turkish utterances were made bold while English utterances were made italic.

Observation schemes are frequently used in structured observations in classroom research for quantitative analysis; however, rather than a scheme only event sampling, a way of entering the data with a tick, slash, letter, tally, etc, was used in

this study (Cohen, et.al, 2007). Accordingly, the second analysis of the transcriptions was devoted to find the amount of code-switched utterances of both the students and the teachers by tally marking. Another computation of the tallies was devoted to the discovery of the sentential levels of code-switching and student-initiated and teacher-initiated code-switching. The final examination, on the other hand, was devoted to finding the discourse functions of code-switching both by the students and the teachers.

For the validity and reliability issues of observation-based research, a triangulation of data is suggested to be adopted (Cohen, et.al, 2007). In this study, observations were followed by interviews and stimulated recalls, which can be interpreted as a kind of triangulation which refers to the inclusion of two or more methods in the data collection process. Triangulation is useful to strengthening the validity particularly in the qualitative studies. For the observations, the method of sampling is also critical for the best representativeness of the population (Cohen, et.al, 2007). Random sampling was preferred in this study to ensure the sample best represents the observed behavior.

In addition to the external validity, factors for the internal validity were also taken into consideration. These included being aware of the events happened prior to the researcher's observation, presence of the researcher, and researcher's being too much proximity to the participants (Cohen, et.al, 2007). So as not to cause these factors any undesired behavior in class, researcher had earlier talked to the teacher to have an idea about the classroom. Then, she talked to the class that their recordings would only be available to the researcher, thus they could behave as usual. Finally, she tried not to spend much time in class with students other than the observed lessons. Except from these, other motivational issues and observer's paradox are not quite easy to prevent from existing in observational studies.

Interviews and stimulated recalls are important ways of finding data to be analyzed qualitatively. Topic oriented qualitative analysis was applied to focus on the pre-determined topic (Watson-Gegeo (1988, as cited in Mackey & Gass, 2005). In this study these two tools were used subsequently.

The semi-structured interviews had 7 distinct questions for the students. The audio recorded interviews and stimulated records were transcribed as well as transcription is essential in case of massive data loss (Cohen, et.al, 2007). The answers to each question were clustered to be quantitatively and qualitatively interpreted since first the percentage of the common answers were found and then their answers to the “why” questions were listed to clarify their perceptions. In the next step of the analysis of the interview questions, similar and contradictory answers of the students and the teachers regarding similar questions were combined together for further discussion.

In order to increase the face validity that concerns whether the interview questions really measure what it assumed to measure (Cohen, et.al, 2007), an interview was conducted in the pilot study and certain changes were made accordingly. Furthermore, for greater validity, it was aimed to minimize the prejudice in terms of the interviewer's attitudes, expectations and misunderstandings. As for the reliability, the interview was semi-structured in which the same format of words and order or questions were used (Cohen, et.al, 2007).

In the next step, the answers of the participants to their own code-switched utterances were compared with the findings of the discourse functions found in the analysis of the transcriptions of the observations. In addition to this comparison, the discourse functions of their code-switched utterances were listed in order to find the most frequent function they employed. Upon this list of discourse functions of code-switching by the interviewed students and teachers, a final list was formed to include the frequently used discourse functions found in the interviews and the stimulated recalls so as to have a better idea of why the participant believed they made use of code-switching.

Finally, the findings of the transcriptions of the observations were compared and contrasted with those of the interviews and stimulated recalls to conclude the results of several perspectives.

### **3.5 The Pilot Study**

In order to test the validity and reliability of the data collection tools, namely a triangulation of observations, questionnaires, and interviews, a pilot study was conducted.

The pilot study, just like the present study, aimed to investigate the amount of code-switching in terms of the discourse functions of code-switching, inter-sentential and intra-sentential of code-switching and student-initiated and teacher-initiated cases, as well as the perceptions of the switchers to gather better insight of how they see the phenomenon. Accordingly, 8 observations in two EFL classrooms at the same university were followed by questionnaires and interviews.

The pilot study was conducted with the participation of 43 students and 4 teachers in 8 observations of 50-minute-lessons which makes 400 minutes. The samples were selected by the random sampling as there are many classes in this school with the assumingly same level with no factors to cause variations.

The participants were first given an informed consent forms with a short demographic form to get the profile of the participants. The demographic information was keyed into SPSS to find out the different characteristics of the participants in case they may yield to some differences later on.

Next, the main body of data was collected through observations that were audio-recorded, as well as the questionnaires and interviews with both the students and the teachers. The transcriptions of the observations were highlighted. The code-switched utterances were tallied to compute the amount of code-switching. Later, these utterances were examined to find the discourse functions, sentential levels of code-switching and who initiated them. According to the results two students from each class who made the biggest number of code-switching and two students from each class who made the lowest number of code-switching were selected to be interviewed.

In the present study, however, the criteria of selecting those who used the lowest number of code-switching was altered due to the fact that these students were not

really willing to participate in the lesson and kept silent on purpose. Instead, in this study those who used little code-switching but mostly preferred only English or Turkish utterances were selected. Furthermore, use of an observation scheme was abandoned in the current study.

After the observations had been completed, questionnaires were administered before the interviews so as not to influence their early perceptions. Questionnaires included 11 likert-scale questions for the students and 10 different likert-scale questions for the teachers. The questionnaires investigated what they believed about their code-switching with different questions for students and teachers. The questionnaire results were also entered in SPSS to find the frequencies to be analyzed in several perspectives.

However, in this study questionnaires as a data collection tool were eliminated since they provided only surface beliefs that may not reveal why they really code-switched and why they did so. Lack of "why" questions, questionnaires were insufficient to find out the real perceptions of the participants. Therefore, in this study questionnaires were replaced with interviews and stimulated recalls that were more helpful to have the participants reveal their opinions and to comment on their own code-switching.

On the final step of data collection, a total of 12 participants, 8 students and 4 teachers, were interviewed. Students and teachers were asked seven different questions in the interviews which were audio-recorded to be transcribed and analyzed in depth. The interview findings were analyzed on the transcriptions to reinforce the data gathered by the observations and questionnaires in terms of student and teacher perceptions.

In the present study, interview questions were altered to some extent based on the results in the pilot study so that the participants were made to comment more on their opinions on their use of code-switching. The results of the quantitative and qualitative analysis of the triangulated data in the pilot study showed that students' use of code-switching and student-initiated code-switching outnumbered that of the

teacher as expected. Inter-sentential level was observed a little more than intra-sentential level of code-switching.

In terms of the discourse functions, both the students and the teachers employed a lot of code-switching for meta-language functions, which means that they used code-switching mostly to explain the grammatical rules and discuss about the sentences themselves. Functions of code-switching by the students were followed respectively by equivalence, classroom routines, sense of humor, floor holding, checking, clarifying and confirming, reiteration, attract attention, formulaic speech, explanations, group membership, and conflict control while those of teachers were followed respectively by checking, clarifying and confirming, attracting attentions, classroom routines, sense of humor, reiteration, explanations, classroom management, formulaic speech, alignment, floor holding, and conflict control.

The perceptions of the participants obtained from the questionnaires and interviews on why they used code-switching were almost in line with how they switched in the observations. That is to say, the results of the questionnaires revealed that students mostly used code-switching for meta-language, equivalence, expressing what they really meant, floor-holding, attract attention, reiteration, and group membership. However, they did not see their code-switching as a weakness since they were beginner learners. They believed code-switching helped the beginner learners improve themselves better and faster. However, just like the teachers, they did not approve it in the upper levels.

Teachers were interestingly revealed in the questionnaires and interviews that they sometimes used code-switching in vocabulary teaching and rarely used it for grammar teaching or explanations. Their perceptions at this very point did not match with what was observed. The reason for this mismatch was the level of the students in the beginning classrooms according to them. That is, they felt needed to include the use of L1 in class because the level of the students was low and thus did not allow the teacher to speak only English. The other functions they believed they used most included respectively creating sympathy, sense of humor, clarification, and reiteration. They perceived code-switching in a negative way. Hence they believed



students should not be encouraged for such utterances. According to some of them, it may be only useful in intra-sentential level.

All in all, both the teachers and the students made several use of code-switching for similar functions mostly in inter-sentential level, student-initiated code-switching. Both groups of participants believed code-switching can affect them negatively; therefore, can only be of help to a certain extent in the early levels; however, it should be removed from the EFL classroom as the proficiency level increases.

### **3.6 Conclusion and Summary**

This case study included 100 participants, 92 students and 8 teachers, who were observed in 16 video-recorded observations and according to their number of code-switching 16 students and 8 teachers were selected to be interviewed and conducted stimulated recalls that were audio-recorded. The data collection tools were pre-tested and altered after the pilot study which included 8 observations, questionnaires, and interviews. Accordingly, the data from the revised data collection tools were transcribed to be analyzed quantitatively and qualitatively. The participants had been informed earlier and the necessary precautions were taken for the validity and the reliability of the research.

## CHAPTER 4

### RESULTS

Three main domains of code-switching investigated in this study were the amount of code-switching by the students and teachers in terms of sentential level and whether students or teacher initiated code-switching, discourse functions and the perceptions of the speakers. Accordingly, the data were collected through 16 observations with 100 participants in order to find the data for quantitative analysis of the first two domains as well as interviews and stimulated recalls in order to obtain the perceptions for the last domain of the study. This chapter is the presentation of the results in three headings uncovering the questions of three main domains.

#### 4.1 How Much Code-switching?

The observations were transcribed and the code-switched utterances were color-coded. Next, the tally marked computation of the transcription to find out the amount of code-switching by the students and teachers revealed that the number of code-switching by the students was quite high. The total number of the utterances in the entire data by all the participants in 16 observations was calculated as 6314 while the entire number of the code-switched utterances by all the participants in 16 observations was 2126. Accordingly, it was calculated that 33.67 of the utterances were code-switched by all the participants as seen in Table 4.1.

Table 4.1. The total amount of utterances in the whole observations

<i>Total amount of utterances</i>	<i>In T1's lessons</i>	<i>In T2's lessons</i>	<i>In T3's lessons</i>	<i>In T4's lessons</i>	<i>In T5's lessons</i>	<i>In T6's lessons</i>	<i>In T7's lessons</i>	<i>In T8's lessons</i>	<i>Total</i>
<i>1st lesson</i>	328	246	550	406	299	473	423	385	3110
<i>2nd lesson</i>	306	665	379	359	361	247	458	429	3204
<i>Total</i>	634	911	929	765	660	720	881	814	6314

The numbers in Table 4.1 included the total amount of the utterances both by the students and teachers. Within the total number, the code-switched utterances held about one third of the entire data.

Table 4.2. The total amount of code-switching

	<i>The amount of code-switching</i>	<i>%</i>
<i>Students</i>	1836	86.35
<i>Teachers</i>	290	13.65
<i>Total</i>	2126	100

The amount of code-switching by the students was 1836 and teachers was 290. Samples of code-switched utterances by the students and teachers were provided below:

- (17) T4: "His wife?"  
 ST25: "Müstakbel wife."  
*'Future' wife.*
- (18) T4: "Don't be rezil. OK?"  
*Don't be 'abject'. OK?*

#### 4.1.1 Switch types

The switch types of the sentential levels include the inter-sentential level that refers to the code-switching across sentences, intra-sentential level that refers to the code-switching within a sentence on word or phrase basis, and extra-sentential level that refers to the code-switching with a final tag word or a phrase or a prior addressing.

The amount of code-switching by the students in different lessons in terms of the sentential levels was demonstrated in Table 4.3. Accordingly, the amount of code-switching of the students in different teachers' lessons did not vary a lot. However, the greatest and the lowest number of sentential level by the students showed a great difference. That is, the former was the inter-sentential level with 76.14% of all the code-switching by students while the latter is the extra-sentential level with 3.6% of all. The amount of intra-sentential level of code-switching by the students held 20.1% of all the code-switching by students.

Table 4.3. Code-switching by the students in terms of the switch types

<i>Sts</i>	<i>In T1's lessons</i>	<i>In T2's lessons</i>	<i>In T3's lessons</i>	<i>In T4's lessons</i>	<i>In T5's lessons</i>	<i>In T6's lessons</i>	<i>In T7's lessons</i>	<i>In T8's lessons</i>	<i>Total</i>	<i>%</i>
<i>Inter-level</i>	192	162	116	178	169	190	265	126	1398	76.14
<i>Intra-level</i>	57	58	38	46	35	50	34	51	369	20.1
<i>Extra-level</i>	12	21	11	1	5	4	10	5	69	3.76
<i>Total</i>	261	241	165	225	209	244	309	182	1836	100

The total number of inter-sentential level of code-switching outnumbered the intra-sentential level of code-switching 3.7 times and the extra-sentential 20.2 times. Samples of code-switched utterances in different sentential levels were given below:

(19) ST66: "Buyurun. I am far away from my house."

*'Here you are'. I am far away from my house.*

(20) ST75: "Change mi charge mı bilemedim."

*'I couldn't know whether it is change or charge'*

(21) ST87: "Thank you kardeş."

*Thank you 'brother'.*

ST76: "You are welcome, kardeş."

*You are welcome 'brother'.*

Sample (19) presents an example of an inter-sentential level of code-switching by students. Here, the speaker uttered the first sentence in Turkish, however continued in English. On the other hand, sample (20) is an example of intra-sentential level of code-switching within a sentence. The last utterance demonstrates an extra-sentential level of code-switching in sample (21) that shows a single word use in the end of an utterance as a final mark.

In the same vein, the total amount of code-switching in terms of sentential level by each teacher were computed and the results showed similarity to that of the students

in that the greatest and the lowest numbers of sentential levels were parallel in two groups of participants.

Table 4.4. Code-switching by the teachers in terms of switch types

<i>Teachers</i>	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>	<i>T5</i>	<i>T6</i>	<i>T7</i>	<i>T8</i>	<i>Total</i>	<i>%</i>
<i>Inter- level</i>	66	2	51	6	13	5	17	16	176	60.69
<i>Intra-level</i>	26	7	38	13	10	3	5	6	108	37.24
<i>Extra- level</i>	1	0	1	3	1	0	0	0	6	2.07
<i>Total</i>	93	9	90	22	24	8	22	22	290	100

First of all, the total amount of code-switching by each teacher was shown in the last line. It can be concluded in Table 4.4 that the total number varied a lot among the teachers from 8 the lowest and 93 the most. Furthermore, the greatest sentential level by the teacher was the inter-sentential level whereas the lowest amount of code-switching was the extra-sentential level of code-switching. The total amount of inter-sentential level of code-switching by all the teachers was counted as 176 while that of extra-sentential level was only 6. The amount of intra-sentential level of code-switching was also high as it was counted as 108. That is to say, the inter-sentential level by the teachers outnumbered their intra-sentential level 1.6 times and the extra-sentential level 29.3 times.

It was seen that some of the teachers did not even employ any extra-sentential level of code-switching. In addition, there seemed to be a little difference between the inter- and intra-sentential levels of the code-switching of some teachers whereas there was a bigger difference in the sentential levels of other teachers. Some samples of sentential levels of code-switching by the teachers are as follows:

(22) T8: "Tek tek söyleyelim arkadaşlar. I really feel...?"

*'Let's say one by one, friends'. I really feel...?*

(23) T1: "I passed, mesela I passed my exam."

*I passed, 'for example' I passed my exam.*

(24) T4: "Oğlum your style has changed a lot ya."

*'Son', your style has changed a lot, 'right'.*

These three samples from teachers' utterances represent three sentential levels of code-switching. That is, the teacher in sample (22) combined English and Turkish in a single utterance, but in two sentences, which falls into the category of inter-sentential level. In contrast, in sample (23) two languages were uttered in a single sentence which indicates an intra-sentential level. Finally, sample (24) shows and extra-sentential-level code-switching in which a tag mark was used in the beginning and in the end of the sentence.

#### **4.1.2 Initiation patterns**

The amount of code-switching by one participant may not be equal to the amount of code-switching s/he initiated. In other words, participants may or may not be responsible for their own code-switching which may have been initiated by another party.

Accordingly, while the amount of code-switching by the students and teachers was being computed, initiation patterns of code-switching were also calculated. The results of the analysis revealed that student- and teacher-initiated code-switching were not equal to the number of the code-switched utterances of the participants. The comparative amounts were demonstrated in Table 4.5.

Table 4.5. Comparison of initiation patterns

	<i>The amount of code-switching</i>	<i>Who initiated?</i>	<i>% Who initiated?</i>
<i>Students</i>	1836	1690	79.5
<i>Teachers</i>	290	436	20.5
<i>Total</i>	2126	2126	100

It is inferred that although the code-switching of the teachers was far less, teacher-initiated code-switching almost doubled that number. In the same vein, the amount of student-initiated code-switching appeared to be less than the amount of code-switching by the students.

Student-initiated code-switching was divided into categories for the student-initiated code-switching in each teacher's lesson, rather than individual students. Accordingly, the results appeared as in Table 4.6.

Table 4.6. Comparison of student code-switching to student-initiated code-switching

<i>Students</i>	<i>In T1's lessons</i>	<i>In T2's lessons</i>	<i>In T3's lessons</i>	<i>In T4's lessons</i>	<i>In T5's lessons</i>	<i>In T6's lessons</i>	<i>In T7's lessons</i>	<i>In T8's lessons</i>	<i>Total</i>
<i>Student-initiated</i>	245	237	155	179	192	230	290	162	1690
<i>Students' code-switching</i>	261	241	165	225	209	244	309	182	1836

It can be concluded that although the teacher-initiated code-switching varied a lot for each teacher, student-initiated code-switching did not vary as much as teachers'. Following dialogues are the examples of student-initiated code-switching.

- (25) ST20: "Üç dicem."  
*I'll say three.*  
 T3: "Üç dicem? I am sorry? So in Turkish?"  
*I'll say three? I am sorry? So in Turkish?*

- (26) ST4: "Diğeri olabilir mi?"  
*Can it be the other one?*  
 T3: "Değişik olması lazım zaten."  
*It should already be different.*

Students in samples (25) and (26) led the teacher to change her code of language. In the former example, teacher reiterated the utterance aiming to warn the student for his Turkish utterance while in the latter sample, teacher replied a Turkish question of a student back in the same code.

Teacher-initiated code-switching was examined by each teacher and the results showed that the numbers varied between 25 the lowest and 123 the highest. It is an

indication that some of the teachers use and let the students use code-switching more while others prefer to cover more "English only" lessons. The comparative analysis of the teacher-initiated code-switching is shown in Table 4.7.

Table 4.7. Comparison of teacher code-switching to teacher-initiated code-switching

<i>Teachers</i>	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>	<i>T5</i>	<i>T6</i>	<i>T7</i>	<i>T8</i>	<i>Total</i>
<i>Teacher-initiated</i>	123	25	107	28	46	29	39	39	436
<i>Teacher's code-switching</i>	93	9	90	22	24	8	22	22	290

The results indicated that the teachers mostly initiated code-switching for checking understanding in vocabulary teaching. (The functions were covered in part 4.2 in detail.) Examples of teacher-initiated code-switching are as follows:

- (27) T3: "Read the first part. Sentence nine. Baştan başla sentence nine."  
*Read the first part. Sentence nine. 'start from the beginning' sentence nine.*  
 ST71: Baştan başlayalım.  
*'Let's start from the beginning.'*
- (28) T3: "What is make up?"  
 ST5: Makyaj yapmak.  
*Make up (using eyeliner, lipstick.)*  
 ST2: Uydurmak.  
*Make up (creating a story)*  
 ST16: İcat etmek.  
*Make up (discover)*

In sample (27) the teacher gave the instructions in English with a intra-sentential level of code-switching, which then caused the student to reiterate the code-switched utterance. On the other hand, in sample (28) the teacher used no code change, yet her question caused code-switching among students. The teacher expected the students to give the Turkish meaning of the word she asked so as to check whether they



understood the meaning or not. Therefore, teacher's question of the meaning of a word led the students speak Turkish.

## 4.2 Discourse Functions of Code-switching

Similar to the studies that defined different discourse functions, this study also identified its own discourse functions originating from the classification of Eldridge (1996) who defined 7 discourse functions of code-switching. In the present study, 16 functions of code-switching by the students and 13 functions by the teachers were identified according to the data in four EFL classrooms.

### 4.2.1 Discourse functions of code-switching by the students

The discourse functions of the students are attracting attention, sense of humor, equivalence, meta-language, reiteration, peer-correction, classroom routine, in-group markedness, floor-holding, clarification, confirmation, formulaic speech, asking for clarification, asking for confirmation, complaining, and off-task talk. These categories are further clarified with the samples from the transcriptions as follows:

**a) Attracting attention:** This strategy is used by the students to attract the attention of their teachers or peers.

(29) ST55: "Hocam bişey söylüyorum. Carbon dioxide increases."

*Teacher I say something. Carbon dioxide increases.*

**b) Sense of humor:** This function serves to make jokes and create a funny atmosphere.

(30) ST39: "I don't want to. Elektriğim tutmadı."

*I don't want to. I didn't get the feeling.*

**c) Equivalence:** This function is used by the students to fill in the gaps of their lack of vocabulary knowledge. They use the strategy either to ask for an equivalence of a vocabulary item or to answer each other with the equivalence. This function also includes the related aspect of knowing a word such as its pronunciation.

(31) ST5: "It must be fluency. Floncy- nasıldı akıcılık?"  
*It must be fluency. Floncy- how was 'fluency' pronounced?*

(32) ST39: "We burn kömür. Coal değil miydi?"  
*We burn coal. Was it coal?*

**d) Meta-language:** This function involves the use of another language to talk about the task as well as comments, discussions, and evaluations on the tasks.

(33) ST88: "I would bişi dıcektim ama vazgeçtim."  
*I would 'I was going to say something but I gave up.'*

(34) ST74: "If my friends call, o zaman if gelecek."  
*If all my friends, 'then 'if' will be written.'*

**e) Reiteration:** This function concerns the repetitions of the previous utterances for different purposes, such as to warn, to show surprise, to reinforce or to emphasize. It may refer to self-repetition as well as other-repetition.

(35) ST39: "Four hundred new cars is enter the Ankara every year. Ankara'ya her gün dört yüz araba geliyormuş."  
*Four hundred new cars is enter the Ankara every year. Four hundred new cars enter Ankara every year.*

**f) Peer-correction:** Students use code-switching while correcting the mistakes of one another.

(36) ST9: "Stunning demek istedi hocam."  
*He meant stunning teacher.*

**g) Classroom routine:** Students talk about the everyday routine of the class such as which course book to be used, the sign the absenteeism sheet, to take photocopies of class, etc.

(37) ST16: "Hocam silver kitabının feedbacki ne zaman?"  
*Teacher, when is the feedback of the silver book?*

**h) In-group markedness:** This function refers to the use of code-switching to sign that the speaker belongs to a group, to his/her friends or class and to show emotions to encourage or appreciate each other.

(38) ST56: "Helal lan sana."

*Well done to you buddy.*

- i) Floor-holding:** This function is related to the use of another language to give a quick reply so as not to leave the turn, to save time in conversation and to keep the conversation on.

(39) ST25: "It is an organization, save because of electricity."

T4: "Energy?"

ST25: "Yes energy. Beş dakika falan kapattılar."

*Yes energy. They shut it down for about five minutes.*

- j) Clarification:** This strategy refers to the use of two codes to explain something about in and out of the class such as a grammar point or a vocabulary item or a topic in a reading.

(40) T4: "How?"

ST35: "Many years ago, işte logar kapakları I was sick in Izmir."

*Many years ago, I mean covers of the manhole, I was sick in Izmir.*

T4: "But you still drink the tap water?"

ST35: "Yani şimdi Izmir'le kıyaslanamaz hocam."

*But, it can't be compared to Izmir, teacher.*

- k) Confirmation:** It means to use another language to express agreement and confirming.

(41) T2: "Did you understand the game?"

ST84: "Yes. Anlaşıldı aslında."

*Yes. It was understood in fact.*

- l) Formulaic speech:** This strategy is used to talk about the cultural issues specific to a language since these utterances are generally formulaic expressions that may lose their effectiveness and meaning when translated into another language.

(42) ST39: "Sıhhatler olsun hocam."

*Good health to you teacher.*

**m) Asking for clarification:** Students use another language when they need to ask the others about something they haven't understood.

(43) ST81: "If I didn't eat a lot of sweets, I wouldn't eat sonrasını nasıl deriz bilmiyorum."

*If I didn't eat a lot of sweets, I wouldn't eat I don't know how to say the rest.*

(44) ST72: "Hocam şu no diyenlere bir why diyelim."

*Teacher, let's ask those who said no "why".'*

**n) Asking for confirmation:** Students use this strategy when they feel needed to be confirmed.

(45) ST27: "D and A mi?" (With English pronunciation)

*Are they D and A?*

**o) Complaining:** Students frequently complain about something in and out of the class such as in games, and they change codes to use this function.

(46) ST83: "Ooo hocam enough valla."

*Teacher enough is enough.*

**p) Off-task talk:** It refers to talk about something not related to the normal flow and topic of the lesson at that time. These utterances include more of native language code than the target language.

(47) ST39: "Her sene bi fake haber çıkıyor zaten bu şenliklerde."

*Every year, there comes out some fake news in the spring festivals.*

The discourse functions of the students in each teacher's lessons were demonstrated in Table 4.8. It is seen that among the 16 discourse functions defined in this study, the most frequently used function was meta-language whereas the least frequently used function was peer-correction. The function of meta-language was followed by equivalence, off-task, classroom routines, sense of humor, floor holding, asking for clarification, attracting attention, clarification, formulaic speech, complaining, asking for clarification, in-group markedness, confirmation, and reiteration.

Table 4.8. Discourse functions used by the students in general

<i>Sts/ Functions</i>	<i>In T7's lesson</i>	<i>In T1's lesson</i>	<i>In T6's lesson</i>	<i>In T2's lesson</i>	<i>In T4's lesson</i>	<i>In T5's lesson</i>	<i>In T8's lesson</i>	<i>In T3's lesson</i>	<i>Total</i>	<i>%</i>
<i>Meta-language</i>	76	67	92	74	1	46	76	64	496	27.01
<i>Equivalence</i>	23	49	27	8	67	37	7	18	236	12.86
<i>Off-task</i>	30	53	37	15	17	30	8	14	204	11.11
<i>Classroom routine</i>	37	10	21	0	1	17	29	9	124	6.76
<i>Sense of humor</i>	31	6	2	8	23	15	16	8	109	5.94
<i>Floor-holding</i>	10	8	6	15	44	6	3	11	103	5.62
<i>Asking for clarification</i>	28	4	14	13	11	16	2	5	93	5.07
<i>Attract attention</i>	7	12	2	20	23	9	6	8	87	4.74
<i>Clarification</i>	12	14	10	14	10	12	8	7	87	4.74
<i>Formulaic speech</i>	12	7	6	28	8	7	6	5	79	4.4
<i>Complaining</i>	11	11	5	27	1	6	13	3	77	4.2
<i>Asking for confirmation</i>	9	6	12	2	6	2	4	1	42	2.28
<i>In-group markedness</i>	12	9	5	7	0	3	1	2	39	2.12
<i>Confirmation</i>	6	1	4	8	5	3	2	8	37	2.01
<i>Reiteration</i>	5	3	1	1	7	0	1	1	19	1.03
<i>Peer-correction</i>	0	1	0	1	1	0	0	1	4	0.2
<i>Total</i>	309	261	244	241	225	209	182	165	18.36	100

When the discourse functions of the students were examined in each teacher's lessons, it was seen that there was only 1 code-switching utterance in T4's lessons although this function appeared to be the greatest of all functions. Similarly, the equivalence function which became the second most frequent function was used a lot less in T2 and T8's lessons whereas classroom routine function was used far less or none in T2 and T4's lessons. Furthermore, the amount of code-switching used by the students in T3's lessons was almost doubled by those in T7's lessons. Therefore, the amount of code-switching used by the students varied in terms of functions in different teachers' lessons.

Since off-task and classroom routine functions mostly included Turkish conversations and did not directly serve to the language learning purposes, these two functions can be underestimated. Accordingly, the most frequently used five functions become the meta-language, equivalence, sense of humor, floor-holding and asking for clarification as can be seen in Table 4.9.

Table 4.9. Discourse functions used by the students with a focus on language learning

<i>Students/ Functions</i>	<i>Sts in total</i>	<i>%</i>
<i>Meta-language</i>	496	32.9
<i>Equivalence</i>	236	15.65
<i>Sense of humor</i>	109	7.22
<i>Floor-holding</i>	103	6.83
<i>Ask for clarification</i>	93	6.17
<i>Attract attention</i>	87	5.77
<i>Clarification</i>	87	5.77
<i>Formulaic speech</i>	79	5.24
<i>Complain</i>	77	5.1
<i>Ask for confirmation</i>	42	2.79
<i>In-group markedness</i>	39	2.59
<i>Confirmation</i>	37	2.46
<i>Reiteration</i>	19	1.25
<i>Peer-correction</i>	4	0.26
<i>Total</i>	1508	100

#### 4.2.2 Discourse functions of code-switching by the teachers

The discourse functions of the teachers are attracting attention, sense of humor, meta-language, reiteration, classroom routine, classroom management, asking for clarification, asking for confirmation, confirmation, clarification, showing emotions, giving instructions and the formulaic speech. These categories are further clarified with the samples from the transcriptions as follows:

**a) Attract attention:** This strategy is used by the teachers to attract the attention of the students.

(48) T3: "As you see. A really beautiful girl. Quite a beautiful girl. Bu da gramerde önemli bir hata. konusurken çok sorun değil belki ama her zaman söylüyorum but in grammar terms really after a an but quite before a an.."

*As you see. A really beautiful girl. Quite a beautiful girl. 'This is an important mistake in grammar. Maybe it's not a big deal in speaking but as I always say' but in grammar terms really after a an but quite before a an.*

**b) Sense of humor:** This function serves to make jokes and create a friendly atmosphere.

(49) T4: "Stand up lan. Yok artık!"  
*Stand up man. No way!*

**c) Meta-language:** This function involves the use of another language to talk about the task as well as comments, discussions, and evaluations on the tasks.

(50) T2: "It is possibility. Eğer possibilityse if I turned back to the university, I would do a degree in economics."  
*It is possibility. If it is possibility, if I turned back to the university, I would do a degree in economics.*

**d) Reiteration:** This function is related to the self- or other-repetitions of the previous utterances to warn, to show surprise, to reinforce or to emphasize.

(51) ST: "O ne ya?"

*What the hell is that?*

T5: "O ne ya? ST52 says o ne ya?"

*What the hell is that?' ST52 says 'What the hell is*

- e) **Classroom routine:** Teachers talk about the everyday routine of the class such as which course book to be used, the sign the absenteeism sheet, to take photocopies of class, etc.

(52) ST57: "Al progress testin birini."

*Take one of the progress tests.*

ST47: "Fazla var mı?"

*Are there any extras?*

T8: "Hemen çektirip gel."

*Go take photocopies.*

ST48: "Kaç tane çektireyim hocam?"

*How many photocopies shall I take teacher?*

- f) **Classroom management:** Teachers use another language when they aim to keep the students silent, form the interactional patterns, or to save time.

(53) T8: "OK. Duyamıyorum. Dinliyor musun arkadaşımı?"

*OK. I can't hear. Are you listening to your friend?*

- g) **Ask for clarification:** Teachers use another language when they ask the students something they haven't understood or heard.

(54) T6: "Get for what? I don't understand. Ne demek istiyorsun?"

*Get for what? I don't understand. What do you mean?*

- h) **Ask for confirmation:** Teachers use this strategy when they feel needed to be confirmed to check the student understanding.

(55) T6: "OK. Kendinden mi bahsediyorsun? Well, all of you actually."

*OK. Are you talking about yourself. Well. all of you actually.*

- i) **Confirmation:** This function means to use another language to express agreement and confirming.

(56) ST56: "Hocam düdüklü tencere mi?"

*Teacher, is it press cooker?*



T5: "Evet, that's it."

*Yes, that's it.*

- j) Clarification:** This strategy refers to the use of two codes to explain something such as a grammar point or a vocabulary item or a topic in a reading.

(57) ST22: "Biz yazmıştık tanıtım."

*We have already written a review.*

T1: "OK. but bu farklı daha yeni öğrendik ya ondan."

*OK but this is different, this is what we have just learnt.*

- k) Showing emotions:** This function refers to the use of code-switching to sign that the teacher can understand the students, to express emotions to encourage or appreciate the students.

(58) T1: "Expressions ifadeler çok güzel, devam."

*Expressions 'expressions are very good, go on.'*

- l) Instructions:** Teachers give the instructions in the target language but sometimes they use code-switching to save time or to make sure of student understanding.

(59) T3: "So in these six examples, can you please yourself, try to use these vocabulary first. Az önce kullandıklarımız bi önce siz deneyin sonra birlikte bakalım."

*So in these six examples, can you please yourself, try to use these vocabulary first. 'These are what we have just done. First you try, then let's check together.'*

- m) Formulaic speech:** This strategy is used so as to talk about the cultures issues specific to a language since they are generally formulaic expressions that may lose their effectiveness and meaning when translated into another language.

(60) T4: "You drink water in Ankara, but you don't drink in Izmir. Allah Allah. Why?"

*You drink water in Ankara, but you don't drink in Izmir. God knows. Why?*

Table 4.10. Discourse functions used by the teachers in general

<i>Teachers/ Functions</i>	<i>T1</i>	<i>%</i>	<i>T3</i>	<i>%</i>	<i>T5</i>	<i>%</i>	<i>T4</i>	<i>%</i>	<i>T8</i>	<i>%</i>	<i>T7</i>	<i>%</i>	<i>T2</i>	<i>%</i>	<i>T6</i>	<i>%</i>	<i>Total</i>	<i>%</i>
<i>Meta-language</i>	23	7,9	35	12,07	2	0,68	0	0	2	0,68	1	0,34	5	1,74	3	1,03	71	24.5
<i>Clarification</i>	8	2,71	8	2,71	7	2,46	0	0	1	0,34	3	1,03	2	0,68	2	0,68	31	10.7
<i>Classroom routine</i>	15	5,2	2	0,68	5	1,74	0	0	5	1,74	3	1,03	0	0	0	0	30	10.34
<i>Classroom management</i>	10	3,45	7	2,46	1	0,34	0	0	9	3,2	1	0,34	1	0,34	1	0,34	30	10.34
<i>Instruction</i>	1	0,34	11	3,79	3	1,03	1	0,34	3	1,03	3	1,03	0	0	0	0	22	7.6
<i>Confirmation</i>	5	1,74	4	1,37	1	0,34	1	0,34	1	0,34	8	2,71	0	0	2	0,68	22	7.6
<i>Attract attention</i>	0	0	14	4,86	0	0	2	0,68	0	0	1	0,34	0	0	0	0	17	5.85
<i>Sense of humor</i>	5	1,74	1	0,34	2	0,68	7	2,46	1	0,34	0	0	0	0	0	0	16	5.5
<i>Ask for clarification</i>	6	2,06	5	1,74	0	0	2	0,68	0	0	1	0,34	0	0	0	0	14	4.8
<i>Exp. motions</i>	11	3,79	0	0	0	0	2	0,68	0	0	0	0	0	0	0	0	13	4.5
<i>Reiteration</i>	6	2,06	1	0,34	1	0,34	1	0,34	0	0	1	0,34	1	0,34	0	0	11	3.8
<i>Formulaic speech</i>	2	0,68	1	0,34	1	0,34	6	2,06	0	0	0	0	0	0	0	0	10	3.44
<i>Ask for confirmation</i>	1	0,34	1	0,34	1	0,34	0	0	0	0	0	0	0	0	0	0	3	1.03
<i>Total</i>	93	32,1	90	31,04	24	8,27	22	7,58	22	7,58	22	7,58	9	3,1	8	2,75	290	100

The discourse functions of code-switching by the teachers in each teacher's lessons were demonstrated in Table 4.10. Among the 13 discourse functions defined for the discourse functions of code-switching by the teachers, the most frequently used function was meta-language just like with the students and the least frequently used function was asking for confirmation. The function of meta-language was followed by clarification, classroom routines, classroom management, giving instructions, confirmation, attracting attention, sense of humor, asking for clarification, showing emotions, reiteration, formulaic speech, and asking for confirmation.

When two observation results of each teacher were examined in detail in terms of the discourse functions of code-switching as in Table 4.10, it was seen that one teacher tended to make use of one functions a lot while having no use of some of the other functions at all and another teacher used different functions more. Therefore, the functions that teachers employed differed from one to another.

Just like the finding that the amount of code-switching used by the students differed in different teachers' lessons, the amount of code-switching used by the teachers differed in terms of the functions. For instance, T1 and T3 used about 4 times more code-switching than T5, T4, T8, and T7 while about 9 times more than T2 and T6. Accordingly, when the background of T1 and T3 were examined, it is seen that T3 had the highest amount of experience of all while T1 had an average of all the teacher participants. However, they are both new in this institution. They grew up in different part of Turkey. While T1 had no abroad experience, T3 had an experience of 6 months. When the background of T2 and T6 who had the lowest amount of code-switching were examined, it found that they both had almost average amount of experience in all the participants. They are both new to the institution. They are from different parts of Turkey and T2 had no abroad experience while T6 had one-year-experience. In short, no significant difference was found between the background information of the teachers who employed code-switching the most and the least.

Classroom routine function includes the teacher's preparation of physical setting, course book that will be used, announcements, assignments, absenteeism check, and other classroom related formalities. Therefore, as in the final list of the students, classroom routine function can also be excluded from the list of the functions used

by the teachers as it did not serve directly to the language teaching purposes although teachers still spoke English while talking about classroom routines. Accordingly the most frequently used functions by the teachers were demonstrated in Table 4.11.

Table 4.11. Discourse functions used by the teachers with a focus on language teaching

<i>Teachers/ Functions</i>	<i>Teachers in total</i>	<i>%</i>
<i>Meta-language</i>	71	27.3
<i>Clarification</i>	31	11.92
<i>Classroom management</i>	30	11.53
<i>Instruction</i>	22	8.46
<i>Confirmation</i>	22	8.46
<i>Attract attention</i>	17	6.54
<i>Sense of humor</i>	16	6.15
<i>Ask for clarification</i>	14	5.5
<i>Expressions emotions</i>	13	5
<i>Reiteration</i>	11	4.23
<i>Formulaic speech</i>	10	3.85
<i>Ask for confirmation</i>	3	1.15
<i>Total</i>	260	28

In fact, as it was highlighted in the results of both student and teachers' discourse functions of code-switching, two functions were found that these are inevitably used and may be excluded from the list of discourse functions. Accordingly, when the aforementioned two functions, classroom routine and off-task both by the students, and one function, classroom routine, by the teachers were excluded, the amount of all code-switched utterances became 1.768 which held the 28 % of the all utterances as clarified in Table 4.12

Table 4.12. Total amount of code-switching with a focus on language teaching

	<i>The amount of code-switching with all functions</i>	<i>The percentage of code-switching with all functions</i>	<i>The amount of code-switching with excluded functions</i>	<i>The percentage of code-switching with excluded functions</i>
<i>Students</i>	1836	29.07	1508	23.88
<i>Teachers</i>	290	4.6	260	4.12
<i>Total</i>	2126	33.67	1768	28

All in all, comparing the discourse functions of the students and the teachers, it is seen that there was a match between the following functions: meta-language, clarification, confirmation, asking for clarification, asking for confirmation, reiteration, formulaic speech, showing expressing emotions, attracting attention, and sense of humor. The functions that were specific to the students were equivalence, floor-holding, complaining and peer-correction whereas the functions that were specific to the teachers were classroom management and giving instructions. Among these functions, meta-language appeared to be the most in both groups of participants while reiteration fell behind in both lists.

### **4.3 Perceptions of the Speakers**

The last key point that the present study aimed to find out was the perceptions of both the students and the teachers on why they believed they did code-switching. With this aim in mind, a combination of interviews and stimulated recalls with 16 students and 8 teachers were administered.

#### **4.3.1 Perceptions of the students**

In order to understand how students perceive their code-switching they were first interviewed and sequentially asked their own utterances in stimulated recalls. Only 16 students took part in this session, 8 of whom were the most frequent users of code-switching while the other 8 had fewer code-switching, but more “Turkish only” or “English only” utterances. These students were selected based on their code-switching in the transcriptions of the observations, rather than any academic scores or teacher recommendations. The reason why these two groups of participants were divided was to find out whether their amount of code-switching had an influence on their perceptions.

To begin with, the findings of the interviews revealed that students put forward more than one reason of why they code-switched. When these functions were computed, it was concluded that 68.75% (n=11) of the students believed that they used code-switching due to their lack of vocabulary knowledge. This was also the same comment when the students were reminded their utterances in the stimulated recalls.

- (61) ST97: “Hocam odd ne demek?”  
*Teacher, what does odd mean?*
- (62) ST13: “Comma derken virgöl demek mi?”  
*When saying comma, does it mean ‘comma’?*
- (63) ST77: “In the future I hope to have children. Ama boy boy.”  
*I want to have children but in different sizes/ages.*

Samples (61) and (62) show that students ask the teacher unknown vocabulary items by using the word in English and the question in Turkish within the same sentence. On the other hand, sample (63) demonstrates that the student continues making sentences in the target language until he encounters with unknown structures; however, he fills in this lack of knowledge with the Turkish equivalence and goes on speaking. As a discourse function, this kind of code-switching can be categorized as “floor-holding” since the student did not want to lose his turn while explaining his future plans and used a short Turkish utterance to hold his turn in speaking. However, beyond the in depth functional analysis, it is obvious that the student did not know or could not remember the English equivalence of what he said in Turkish. Therefore, when he was reminded this utterance in the stimulated recall, the only answer he gave was his lack of vocabulary knowledge as many students stated in their own utterances as well.

This was followed by floor-holding with 31.25% (n=5). Students explained this function as a way to convey their message quickly before a topic change or before losing teacher's attention or a way to make the quickest utterance in either language before a change in the turn.

- (64) T: “Can you give me an example of a scandal?”  
ST2: “Hmm. Geçen sene şey oldu. Baykal had a scandal.”  
*Err, Last year well something happened. Baykal had a scandal.*
- (65) ST35: “No, it is possible because in Isparta every house yani nerdeyse every house..”

*No, it is possible because in Isparta every house, I mean almost every house.*

(66) ST85: "A is the inventor of the music player, mı acaba?"

*A is the inventor of the music player, is it?*

Students in samples (64) and (65) seem to gain time by using Turkish words or sentences before they remember or make a correct sentence in the target language. They signal in that way that they have something to say but while thinking they do not want to lose their turn, which makes them use Turkish fillers to complete the blanks. Sample (64) shows that the students can actually make this sentence. In (65) a similar case happens though the student does not repeat the English equivalence; however, it is obvious from his earlier and later utterances that he is a student who is able to say this utterance or more complex structures in English. Another sample of floor holding is seen in (66) but this time the students does not want to lose her turn before the teacher approves the answer or get appreciated, thus she continues with a question in Turkish. This function can be interpreted as "asking for confirmation", however, what the student explained in the stimulated recall was that she did not want the topic to change after her utterance and she wanted to be answered before the turn or somebody else. That's why, preferred to make a quick Turkish utterance.

25% (n=4) offered their lack of practice and another 25% (n=4) pointed out their lack of knowledge of grammar.

(67) ST45: "..they have hometown and everything and orada oturanlar istemiyorlar, don't want to.."

*..they have hometown and everything and people who live there don't want to, don't want to.*

(68) ST2: "Who diyor hocam nasıl söylicez?"

*It says 'who' teacher, how can we say it?*

Sample (67) shows that the students couldn't say "people who live there" and her comment on the reason why she couldn't was her insufficient practice and her problems with grammar. She stated that although she knew the relative clause

structure, she believed she was not fluent enough in speaking to use this structure correctly. Likewise, in (68) the student asks the teacher a grammar explanation which is a meta-language discourse function. Her interpretation in the stimulated recall was being lack of practice and knowledge of grammar.

However, there were also positive replies such as using code-switching to facilitate communication with 18.75% (n=3), making jokes with 18.75% (n=3), and enabling fluency with 12.5% (n=2).

(69) ST91: "Hocam in Turkish alabilir miyiz sizden de."

*Teacher, can you say it in Turkish?*

(70) ST39: "We are serseri. We were serseriydik."

*We are bullies. We were bullies.*

The reasons in both cases seem different when the utterances are examined in isolation. However, the context that they were used clarifies that the students were making jokes indeed. The student in sample (69) explained that in the beginning of this dialogue he was listening to his classmate who was speaking English so fluently and correctly that he asked the teacher to translate it into Turkish just to show his appreciation of his classmate with a sense of humor. Similarly, in sample (70) the student meant to show his sense of humor with this code-switching. He alleged that it was not due to his lack of vocabulary knowledge and in fact in the following lines of the conversation, he used similar words to that meaning.

Furthermore, one student believed it is because their brains work differently while another believed it is because they study in Turkey. Still another believed her use of code-switching is to give a signal to the teacher to make corrections or complete her deficiencies.

(71) ST45: "We need to geri dönüşüme ihtiyacımız olur. We need to (silence)."

*We need to we need 'recycling'. We need to....*



This student in sample (71) explained in the stimulated recall when she was reminded her utterances that she used this function of code-switching a lot in order to indicate to the teacher that she needs help to complete her sentence. ST45 further clarifies that:

*I start a sentence in English and when I get stuck, I turn to Turkish looking at the teacher and waiting for help to be completed. When this gap is filled out by the teacher, I continue and finish my sentence so that I learn what I am missing of. I develop this strategy consciously or unconsciously, I don't know, to improve my English and I think it works.*

As can be deduced, most of the students (68.75%) stated that their code-switching resulted from their insufficiency in English. They believed that their use of code-switching simply because of their lack of practice and vocabulary or grammar knowledge was a weakness in that they used the target language less. Some also believed that the differences in the proficiency level in a classroom also led to code-switching since speakers would like to be understood and thus, used the native language often times. One student believed this weakness came from some students who were unaware and unconscious about the importance of learning a foreign language.

On the other hand, some other students (31.25%) did not consider using code-switching because of their lack of knowledge as a weakness because they believed that unless they knew both languages, they couldn't use code-switching. Therefore, their code-switching showed their improvement, rather than their deficiency. They believed if students had used code-switching, it must have been because of their laziness to make complete English utterances or because of having fun. They underlined that their code-switching meant they tried to learn and use the target language. One final refutation was that they believed that they might be good at grammar but not as good at vocabulary. Therefore, they might improve these points by the help of their stronger abilities with the use of code-switching, which then could not be a weakness.

Although many students stated above that code-switching resulted from their insufficient level of English, only some of them (31.25%) took it negatively claiming that it may lead to laziness and a bad habit that inhibits improvement. One said only grammar teaching should be incorporated with the native language.

However, most of the students (68.75%) still believed that code-switching was a positive tool that helped improve their language skills. One student pointed out an advantage as follows:

*Using two languages together is a great way to encourage us to use the target language without getting unmotivated because when we make sentences with two languages, our teachers don't interfere so that we do not feel discouraged. At least we try to speak and learn English and at least we don't speak Turkish more.*

In addition, some students believe in this way they can identify what they are lack of and can better improve themselves. It can also facilitate their way of expressing ideas. They believe that there is nothing more natural than using Turkish in a classroom in Turkey as long as they do not adapt it as a habitual way of eschewing from the difficulty. Finally, thinking of using pure English would be too unnatural according to them. Yet, one student noted that:

*"This may be positive for me because I think I can use it consciously and improve myself; however it may be negative for my friends whose English is not very good. I think it depends on our level. Therefore, it is a matter of proficiency level, as well."*

(72) T8: "Is it true?"

ST63: "Şimdi I can fly dedim. Bu doğru olabilir mi?"

*Now I said 'I can fly'. Can it be true?*

When the student in sample (72) was asked to comment on his utterance in the stimulated recall, he said that it was quite normal to explain what he meant in Turkish in a classroom in Turkey. In addition, he found it easier to express his ideas

in this way. As a result, he admitted that it became a habit of eschewing from trying to make English sentences. On the top of that, he claimed that he would not have felt comfortable while making long English sentences due to a very interesting reason. He claimed that

*One of my classmates speaks English very fluently and correctly. Although I appreciate her success, I feel that she is showing off whenever she starts to speak English. He believe that there is no need to exaggerate making long English sentences, so I feel irritated by her long speech. Thus, I don't want to be in the same situation. Therefore, I prefer Turkish when it is not crucial.*

This sounded interesting at first but there were other students in the stimulated recalls who also claimed that they only speak English as needed and other than that they did not want to be put in a situation by their classmates as if they were showing off.

In its nature, code-switching requires using two languages in completely meaningful utterances that apply to the rules of these codes. Therefore, a speaker needs to master the morphological, syntactic, semantic, and other aspects of a language to some extent. Accordingly, the students were asked whether this nature of code-switching meant an advance language skill of their brains. 68.75% of the students were against the ideas because they believed it all has to do with exposure to language. They stated that they spent most of the day at school learning only English and hence are exposed to two languages all the time. Therefore, they just make use of whichever comes to their mind first. If they had not been so much into two languages, they would not make many code-switched utterances. In addition, they realized that they only change the easy words into another language, which does not show advance language skills for them. Finally, they alleged that half- English and half-Turkish utterances cannot be a sign of advance skills.

However, 31.25% of the students were for this idea stating that if they do use two languages interchangeably, they must be dominant in two languages, which means they have advance language skills. Therefore, they believe the only reason why they do not use only English is because of their laziness and dilatoriness. Or, they feel that

some classroom routines do not seem like the core of the lesson so they think they are not required to speak English when they talk off-task about classroom routines. Otherwise, if they use the rules of two languages correctly in one utterance, it is definitely an indication of using higher language skills.

(73) ST5: "Girsler."

*Girls(s)*

ST16: "Girsler önemli tabi."

*Girls(s) are important of course.*

Students in (73) stated in the stimulated recall upon being reminded these utterances that the focus was not learning English in this conversation. Therefore, they felt free to use Turkish when they were making jokes, talking about homework, announcements, and other classroom routines. Moreover, they asserted that when they turned back to the lesson, they made quite good sentences that showed their competence.

When the students were asked whether code-switching would make their language learning easier or not, 43.25% of the students replied it would not due to the fact that while they are thinking of a Turkish sentence to be translated into an English sentence, their brains try to choose the easier one and gets too confused. Therefore, they would rather expose to only English with native speakers. They believed they had already had a habit of using Turkish in class, but they should have tried their best to speak English even if they made mistakes. Otherwise, they couldn't improve themselves.

Nevertheless, still many of the students (56.75%) believe that code-switching makes their learning easier inasmuch as it gives a signal to the teacher or their peers that they need help about what they said in Turkish so that their teachers or peers could intervene with a correction and this way they can learn what they did not know. Moreover, these students believe that teachers use code-switching in grammar instruction and it does help them understand the difficult structures better, which is sometimes the case in vocabulary teaching, as well. Therefore, code-switched teaching is of help for their learning. On the top of that, they believe it is quite

normal in simultaneous speaking in class where both the students and the teachers are Turkish.

Although differing in percentages when the questions were asked differently, all the students agree on the idea that code-switching can be allowed in beginner levels and should be reduced as the proficiency level increases so as to compel themselves to speak English which is their only aim. They believe code-switching is normal and natural in a non-English-speaking country.

Furthermore, a few students pointed out that they sometimes hesitated to speak English loud in class in case they made a mistake. They felt either shy or uncomfortable and even they said they had lack of confidence often times. Therefore, instead of making mistakes among their peers they prefer to keep silent or speak Turkish mostly. One student claimed that his hesitation derives from his discomfort with his pronunciation, rather than his shyness or hesitation of lack of knowledge.

(74) ST66: "Hocam bu kızlar da hep aynı şeyi yapıyor."

*Teacher, these girls always do the same thing.*

In sample (74), the student made a completely Turkish sentence. He was one of those who used code-switching less but preferred "Turkish only" utterances. He explained this situation with his shyness and hesitation of showing off. Therefore, an effect of anxiety was traced in their selection of a language.

It was earlier mentioned that students believed that their code-switching derived from their lack of knowledge. However, when it comes to the code-switching of the teachers, none of the students believed that it is because of lack of knowledge. They interpreted the code-switching of teachers as a tool that facilitates learning. For them, if teachers had used code-switching, they must have meant to help the students. In fact, they admitted that the teachers did not favor the use of Turkish in class; however, the students themselves force the teachers to include Turkish as well. In addition, they stated that teachers used it to activate the classroom, to promote participation, and to show sympathy. They even anticipate that the teachers might

have been discouraged and their practice might have gotten worse because of the half-way sentences of the students.

Accordingly, when the possibility that code-switching of the teachers may have a negative or positive effect on students learning was asked to the students as the final question of the interview, only 31.25% of them stated a negative points regarding the role of the teachers as a model. They said that teachers' code-switching could trigger their laziness and dependency on their native language. Therefore, they believed teachers should reduce this amount as the proficiency level increases. However, one student refused the idea of teachers' not using Turkish at all because of their role as a model. He alleged that although their teacher hardly ever speaks Turkish in class, they as students still tend to speaking Turkish a lot. Therefore, for him, if there is a negative effect, it is because of the students and their attitudes towards learning, rather than teachers' code-switching.

Many other students (68.75%) also refused the negative perspective and pointed out that the code-switching of the teachers is a positive tool for their language learning process since it makes their understanding easier. Teachers are believed to make use of two languages together mostly when they explain a difficult topic, a grammar point, or an explanation of how to use a word or phrase. Although it is assumed to be useful by the students, it should turn into a habit as well. Students think that the teachers do understand it when they do not understand something and should only help them at these points with their combined utterances of two languages. Still they all believe that the amount of code-switching should decrease over time.

All in all, it can be inferred from the interviews with the students that they tend to use code-switching mostly because of their lack of knowledge of vocabulary and grammar, lack of practice, floor-holding and for the sense of humor. Although most of them see code-switching as a weakness deriving from their insufficient knowledge, they think it is a positive occurrence that shows that they are really trying to learn and are something in the middle of the learning process. They also believe it shows advance language skills. They believe code-switching facilitates learning, but it should be kept to minimum as the level increases. In terms of teachers' code-

switching they do not think it is because of lack of knowledge in contrast to theirs, but they see it positive since it makes their learning easier.

What was concluded during the stimulated recalls was not much different from these opinions. Additionally, students stated that they did not care off-task talks which were in Turkish. In addition, they stated although they knew how to make a particular sentence; they still did not because they were shy so they hesitated. They also believed that there was some formulaic speech that was specific to Turkish and they either did not know its cultural equivalence in English or wanted to keep their loyalty to their own culture. Another issue was their reluctance to seem like showing off among their peers. Furthermore, they stated that it was useful to signal the teacher what they wished to say so that the teacher helped them complete their utterances. In this way, they believed they could improve themselves. One student explained her code-switching with floor-holding, not using this term apparently, but stating that she wanted to give quick answers when the turn is hers so as not to waste her classmates' time. Finally, most of the students go surprised upon having been reminded of their utterances and stated that most of them were unconsciously combined codes.

#### **4.3.2 Perceptions of the teachers**

Teachers were asked why they think they use code-switching not only in the beginning of the interview but also in the end of the stimulated recall in case they may come up with new functions they employ. Accordingly, they were asked the function that they used code-switching mostly for. They weren't provided a list of functions so as not to manipulate any creative ideas. That is to say, they were simply asked their ideas of the reasons to use code-switching.

The results revealed that all the teachers put the function of making sure of student understanding in the first or second rank.

(75) T2: "If li kısımda dedim ya can ya da could kullanabilir misiniz diye? No, but it is correct here."

*I asked you whether you can use 'can or could'. No, but it is correct here.*

(76) T3: "E reliable diyorsunuz, güvenilir olucam diyorsunuz. Niye bad diyesiniz ki?"

*You said reliable, you said I want to be trustful. Why should you say 'bad'?*

The teacher in sample (75) used intra-sentential level code-switching in this utterance to serve to a meta-language function while clarifying a grammatical structure. When she was reminded this utterance in the stimulated recall, her reply was that she aimed to make sure of student understanding while she was presenting a critical point. She believes that it is easy for teachers to explain any structure in English, however sometimes teachers cannot understand whether students get it or not. Therefore, they apply to their native language, Turkish to check understanding. The teaching making the utterance in sample (76) explained it again with her aim of making sure of understanding. She continues that she uses it with difficult words that were newly presented so that students were exposed to both English and Turkish and teachers felt that students understand the meaning.

It was followed by attracting attention and giving instructions.

(77) T4: "Stop çocuğum stop. Listen be."

*Stop son stop. Listen!*

(78) T8: "Niye past'a gidiyorsun? İleriye git. Yes. If I had a time machine...?"

*Why are you going to the 'past'? Go to the 'future'. Yes. If I had a time machine?*

T4 in sample (77) explained his intra-sentential code-switching by his aim of attracting attention in a funny way. He asserted that he had not had any aims to warn or to express his anger as a part of classroom management; rather he said it was quite useful in his class to make funny combinations of two languages so as to draw the students' attention. In sample (78), on the other hand, teacher stated that she thought students had not understood the instructions, thus she used this combined utterance so as not to waste time and expected the student to complete her last sentence.



A great many of teachers also stated that they used it to let the students feel comfortable, which has to do with creating an emotional and sympathetic connection to the learners.

(79) T1: "OK everything. You are wonderful students. Sizi gidi ne diyorduk hardworkingler, cleverlar."

*OK. Everything. You are wonderful students. What did we say? You hardworking(s)! You clever(s)!*

This teacher explained her utterance in sample (79) that she often made use of such encouraging utterances in Turkish both to make students feel that the teacher understood them and to encourage their participation in a funnier way. In this way, she also attracted attention when some of the students started to get tired and talk off-task.

The following function was clarification of a misunderstood, not understood, or not heard utterances. Grammar teaching and vocabulary teaching were the next functions that follow.

(80) T7: "Siz bunu mu okudunuz? (ST is nodding.) O zaman diğeriyle ilgili soru soruyorsunuz."

*Have you read this? Then, you are going to make questions about the other.*

ST85: "iPod'la?"

*About iPod?*

T7: "Evet. Is it clear?"

*Yes. Is it clear?*

(81) T6: "Ama onu şu aralar izlemesi yani izliyor olması present continuous tarif ediyor."

*But that he watches I mean is watching it nowadays describes present continuous.*

(82) T5: "It is a kind of özet."

*It is a kind of summary.*

T7 in sample (80) in fact repeated an instruction in Turkish upon student's request. In the stimulated recall, she explained this utterance that:

*I used Turkish for clarification and then turned back to English after clarification. Probably I assumed that the student needed a Turkish explanation for the instruction; but I thought that the student had already known what 'Is it clear?' meant. Thus, I unconsciously switched between Turkish and English across sentences.*

Sample (81) demonstrates a code-switching of a teacher for grammar explanation. T6 commented on her utterance that basically she did not need Turkish even in grammar teaching in this classroom whose level was quite high for her. However, she said she unconsciously made this utterance while explaining a grammar point. Sample (82) also shows an explanation, yet this aimed to clarify a vocabulary item. T5 stated upon this utterance that she sometimes makes such combinations while presenting the vocabulary items and added that in fact this was the demand of the this class.

Almost in the same level, teachers put their sense of humor for their use of code-switching.

(83) T5: "Ne kıpraştın be çocuğum."

*How much you wriggled, son!*

Teachers generally make use of jokes to soften the tense learning atmosphere to create an emotional connection to the learners. Some students in this study stated that they used sense of humor in Turkish or in a combined way of Turkish and English since they believed that jokes are fun when they include its meaning in a specific context and when they try to translate it, it is not fun anymore. T5 saying this

utterance adapted the joke from a popular TV series and since many people know about it, it only sounds fun in the original language. Thanks to jokes in the native language, teachers believe that they attract attention, make the learning process less serious, and develop a stronger link to the students.

Classroom management was considered in the final rank. In fact, their use of code-switching for this purpose was quite low for them.

(84) T5: "OK duyamıyorum, please, hello!"

*OK I cann't hear, please, hello!*

In sample (84) T5 warned the students with an intra-sentential level f code-switching. She stated in the stimulated recall that she did not need such warnings in general except from the times when students talked too much. Then, she said she warned them in Turkish or English unconsciously together probably to attract attention at the same time.

Two teachers also mentioned using code-switching to make their teaching easier, as well. In addition, another teacher stated that he uses code-switching to say what he exactly wanted to say with that flavor of meaning. He clarified that unless he says a word in Turkish with in an English sentence, he couldn't give the exact meaning he plans to.

(85) T4: "At least I have a tip, you naughty!"

*At least I have a style, you naughty!*

T4 stated that maybe students knew that word; however, when he said it in this way it became fun or meaningful to him. This function is connected to making jokes, using cultural concepts, and things that are unique to one language.

Still another teacher highlighted a fact that she used code-switching mostly to save time, which could be considered within the function of classroom management.

Generally speaking, none of the teachers considered grammar instruction and vocabulary presentation in the highest ranks as in the pilot study. Most of them

assumed they used the functions of students understanding, emotional comfort, attracting attention, giving instructions, and for clarification.

None of the teachers considered their code-switching as a lack of knowledge or a weakness. Nor did most of them (62.5%) believe that the use of code-switching by the students was an indication of their weakness. In contrast, they believed that it is a matter of offers and demands. They said teachers use it to try to meet the needs and deficiencies of the students as well as to make the learning process easier. Furthermore, they believed it facilitates their communication with their students.

(86) T1: OK. "Şakşakçı bunlar. Herşeye şakşak. Have you found the adjectives?"

*OK. Here are the clappers. Applause to everything. Have you found the adjectives?*

T1 explained her utterance in sample (86) that she used such combined sentences while talking about something off-task, not about the lesson so that they had fun all together, which helped her develop an easier communication with the students.

In the same line, they supported the use of code-switching by the students since students use code-switching in their journey to proficiency. On the top of that, they feel free to make use of a mixture of two languages as teachers also make them in class as well as out of the class in daily life.

Having given these positive replies about the use of code-switching in class, most teachers (62.5%) apparently found the presence of code-switching in class positive since it is helpful in explanations. Only some of them (37.5%) hesitated that it may be negative in the long run by causing a bad habit for the students to expect their teachers to speak Turkish more. They also abstained that students may take the teacher as a role-model and imitate their combined utterances in a negative way that hinders their improvement.

With another high percentage, most of the teachers (75%) believed that code-switching is a useful way to facilitate learning in grammar instruction, vocabulary presentation, giving instructions, avoiding communication gap, and attracting

attention when students get lost. They mostly support it, however only depending on the needs when the lesson is stuck or the students look totally blank. Besides, they suppose it is a normal step in learning especially in the word base.

Only 25% of the teachers stated that code-switching may inhibit students' improvement. It may be of help in word-basis but not in sentence base since they cannot master the required structures.

Regarding the nature of code-switching, the same question as students whether code-switching indicates an advance language skill of the brain was directed to the teachers who dissented fifty-fifty. Half of them stated they if they and the students can make use of two languages in the same utterance with the correct meaning and rules, it must be a sign of advance skills, whereas the other half alleged that as students cannot analyze the sentence structures and speak by heart, their code-switching does not demonstrate advance skills. While they have a conflict in this issue, one teacher highlighted the fact that they do use code-switching with only those who, they know, can understand the two languages. She illustrated the situation with an example that:

*I can say to my students a sentences like "Bunu ignore edelim." (Let's ignore this.), yet I never use this sentence to someone who does not know English like my mother at home. Therefore, the use of code-switching has to do with the participants in the conversation, rather than the language skills the speaker himself/herself has.*

Since the teachers appeared to support the use of code-switching in class, they were questioned whether the students should be encouraged to employ code-switching. Rather than a yes/no answer to this question, 41.6% of the teachers preferred to say that they do not interfere when the students make use of such combined utterances. They state that the students are already prone to use Turkish in class; therefore, rather than banning it and causing a nasty atmosphere, they prefer to help them improve their communicative skills. 8.3% believed they should help the students rather than naming it as encouraging. Another 8.3% pointed out that it all depends on the level to encourage or discourage a code-switched utterance. Still another 8.3% believed that

it is much better than hearing totally Turkish sentences. Some teachers (16.6%), on the other hand, think that students should force themselves to speak English more; that's why they shouldn't be encouraged. The other 16.6% also believed teachers should speak English more and be a model to the students to do so.

Finally, considering the influence of code-switching on learning how much code-switching should be allowed was investigated and the teachers all alleged that the more English, the better it is. Although the amount of code-switching was difficult for them to limit with a percentage as it depends on the specific needs of the class, they roughly stated that it shouldn't exceed 20% or around. This amount should only be used, although not in each case, when the lesson does not go further, when there is a chaos, to make the process easier, to make jokes, to attract attention, to comfort the atmosphere for social learning, and to make understanding easier. Teachers are believed to be models who promote the use of English. However, one teacher stated at this point that it may also depend on the relationship of the students and the teachers. For instance, she was not the regular teacher of her classroom. That's why, students tend to behave differently to different teachers and accordingly their amount of code-switching change depending on the teacher's attitudes.

All the teachers try to think in depth to answer why they really make use of code-switching and frequently they come up with saying that their code-switched utterances were mostly unconscious.

## CHAPTER 5

### DISCUSSIONS AND CONCLUSION

Code switching refers to the use of two languages in a single utterance applying to the rules of both. It has so far gained a huge interest of the researcher, some of whom have supported its use as a positive way through improvement whereas others have disregarded it believing that it is a negative sign of lack of knowledge and ability to learn a language.

This study aimed to investigate code switching in three main domains. First one is the amount of the code switching used by the students and teachers in EFL classrooms at a state of university school of foreign languages to find out whether students or teachers initiated most of the code switching and whether inter-sentential, intra-sentential or extra-sentential level of code switching occurs most. Secondly, the study focused on the discourse functions of code switching to find out the reasons why students and teachers needed to use of code switching in class. Finally, it investigated the perceptions of the code switchers to understand how they see the phenomenon and whether their perceptions are matched with what is observed.

With these aims, the study was conducted in 4 EFL classrooms consisting of 92 students and 8 teachers. A total of 100 participants were observed in 16 lessons which were video-recorded and noted by the researcher as well. The transcriptions of the observations revealed the amount of code-switching, based on which 16 students and all 8 teachers were selected to take part in the interviews and stimulated recalls. 8 of the students were the most frequent users of code-switching while the other 8 students used code-switching less but only Turkish or English sentences more.

#### **5.1 The Interpretations of the Findings**

The results of the observations showed that of the all utterances by the students and teachers, 33.67 % were code-switched. This is a quite high percentage for a language classroom to include the native language in class. However, it was highlighted in the

results of discourse functions that two of the functions by the students, classroom routine and off-task, and one function by the teachers, classroom routine, inevitably served to the use of the native language. Therefore, rather than taking them as discourse functions, they were perceived as natural inevitable occurrences and the last percentage of the code-switching by all participants was changed into 28% which is more close to what had been expected. In short, it can be said that 33.67% of the all classroom talk was code-switched while 28% of the talk with a focus on language learning without the irrelevant speech was code-switched. This amount was higher than what had been hypothesized; however, it is seen in many studies that the amount of code-switching differs according to the proficiency level, age, gender, setting (natural setting or a classroom setting), topic, and so on (Fantini, 1985; Reyes, 2010; Momenian & Ghafar Samar, 2011; Ataş, 2012) In fact, Reyes (2010) points out that the amount of code-switching may vary according to the addressee, the topic and the situation. Therefore, in EFL classrooms, where both the students and teachers have the same native language, it is quite natural that code-switching occurs. In short, this amount could be higher or lower in different classrooms depending on the background of the students and teachers, level of the students, age, gender, level, situations, topics, and settings.

In the next step, switch types of code-switching used by the students and teachers were computed and the results revealed that the inter-sentential level of code-switching occurred most in two groups of participants while the extra-sentential level was the least used sentential level. Having been hypothesized, inter-sentential level of code-switching appeared a lot more than other sentential levels both by the students and teachers. However, these results are not conformant with the study of Poplack (1980) and Koban (2013) who found more intra-sentential level of code-switching and promoted it more as a higher language skill.

The results concerning the use of types in varying amounts by the students can be explained with the tendency to rely on their native language and L2 avoidance. They were either too shy or reluctant to speak English in class or too unconscious about their learning process and needs. Therefore, anxiety comes to the stage with an influence on the amount of code-switching. As a result, they were too much prone to



avoid the use of L2 in class and depend on their L1. While avoiding the L2 use, they simply preferred complete Turkish sentences most of the time. They also reflected on their own inter-sentential level code-switching, which were discussed later in this chapter.

In contrast to their tendency to use inter-sentential level, they apparently did not feel needed to make use of single words in another language within a sentence or tags in the end of the sentences at all, neither in English nor in Turkish. Their utterances that showed intra-sentential level of code-switching served to ask for the equivalence of a word or the sense of humor. Poplack (1980) discovered that intra-sentential level CS seems more complicated since it necessitates knowing the two language structures to a certain extent. Consequently, more proficient bilinguals are able to use more intra-sentential level CS than less proficient ones. On the other hand, their limited number of extra-sentential level of code-switching included addressing words in the end belonging to their cultures such as “kardeş, hocam”. It can be deduced from these results that the students might not want to have seem ridiculous with their half Turkish half English sentences or they might have felt the use of another language as a final tag unnecessary since these uses can be perceived as the lack of competence of the speaker while a sentence completely in the native language is reflected a preference or reluctance to use the target language.

In the same vein, the results concerning the use of types showed that the same sentential level was employed with a high frequency by the teachers, as well. These utterances mostly served to clarifications and classroom management for warning. On the other hand, intra-sentential level was used mostly for meta-language function while talking about the task and grammar points. Extra-sentential level was only employed to address a student or to use a discourse marker in the end. Similar to the indications of student use, teacher may have also felt reluctant to use intra-sentential and extra-sentential levels so as not to be perceived as though they had had insufficient knowledge of the target language.

Another aspect that this study investigated was the initiation patterns of code-switching. The results revealed that student-initiated code-switching appeared to outnumber teacher-initiated code-switching almost 4 times. While students can

initiate their own code-switching or caused the others to use code-switching seemingly randomly, teachers are seen to have caused the students to use code-switching mostly when they asked the students an equivalence of a word. Although they asked in English, they expected a Turkish answer to check understanding and students did so in so many cases. Other teacher-initiated cases included some utterances to serve attracting attention, explanations and clarifications, which are some of the teacher-initiated functions defined by Üstünel and Seedhouse (2005). That is, student-initiated cases, on one hand, included various functions stemming from their own purposes or teachers' pedagogical purposes. Therefore, it can be inferred that students select either language arbitrarily and they do not feel restricted to the use of the target language only. In other words, the language that students preferred to use is the one that aligns them with the pedagogical focus of the teachers (Üstünel and Seedhouse, 2005). Teachers, on the other hand, mostly used and initiated code-switching with a pedagogical focus. Üstünel and Seedhouse (2005) exemplify this focus with teachers' aim to encourage students to produce turns in the L2. They also mentioned that teachers' pedagogical focus may serve to induce students to code-switch.

These two results regarding the sentential levels and student and teacher-initiated code-switching indicate that although teachers try to use English more, students tend to include their native language, Turkish in their learning processes.

As for the discourse functions of code-switching, many researchers have so far defined different discourse functions of code-switching depending on their own data (Saville-Troike, 1982; Eldridge, 1996; Mattson and Burenhult, 1999; Huang, 2008; Ariffin & Rafik Galea, 2009; Hobbs, et.al, 2010; Sampon, 2011). In this study, 16 functions defined for students' code-switching were as follows from the most frequently used function to the least: meta-language, equivalence, classroom routine, off-task talk, sense of humor, floor-holding, asking for clarification, attracting attention, clarification, formulaic speech, complaining, asking for confirmation, in-group markedness, confirmation, reiteration, peer-correction. On the other hand, 13 functions defined for teachers' code-switching were as follows from the most frequently used function to the least: meta-language, clarification, classroom

routines, classroom management, giving instructions, confirmation, attracting attention, sense of humor, asking for clarification, showing emotions, reiteration, formulaic speech, and asking for confirmation.

Of all the discourse functions used by the students, meta-language function stood out, which was the same case with the teachers, as well. This function refers to the use of two languages together to talk and comment on a task and to discuss the content of the task. The participants in this study talked a lot about what they were going to do in the task and discussed the possible answers and their thoughts. Accordingly they used code-switching a lot in order to understand what to, how to do, whether they did correctly, or how they could do it differently. Since most of the tasks in the observations were grammar worksheets, the students discussed the answers to understand why they did incorrectly and the teachers explained using two language codes together inevitably.

The second mostly used function by the students was equivalence while it was clarification by the teachers. These two functions can be seen as parallel since teachers' clarification mostly consisted of explanations of complicated topics that were difficult for the students to comprehend such as explaining how to use some new vocabulary items. The third most commonly used function, classroom routine, completely matched in two groups. This function includes the use of two languages while talking about the everyday stuff of class such as homework, deadlines, announcements, course books, exams, photocopies and other materials and issues. These conversations were not perceived as a part of the lesson and hence the use of the native language was disregarded. Therefore, inter- and intra-sentential level code-switching were used a lot for the purposes of this function. However, when all the discourse functions were highlighted, it was seen that this function of both participants and off-task function of the students included a number of inter-sentential level code-switching. Although it does not mean that all the utterances in these two functions were purely Turkish, they were not directly related to their language learning purposes. Therefore, these two functions were underestimated among the other functions. The next functions of the students concern the sense of humor and floor holding while those of teachers were quite specific to teachers such

as classroom management and giving instructions. As for the least used functions, reiteration is common in two groups. In addition peer-correction function was the least for the students and it was asking for confirmation by the teachers. Apparently, students either preferred teacher-correction or they ignored the mistakes of one another. Teachers on the other hand used a lot clarification, asking for clarification and confirmation, but not asking for confirmation as students, rather than teachers, needed to use this function more. The functions employed by the teachers were consistent with those defined by Mattson and Burenhult (1999) due to the teachers' supportive manner to clarify thing, give grammar instructions and express emotions. Teachers in this study stated that they used code-switching when needed but mostly with an aim in mind to help the students understand, be motivated, encouraged, and feel comfortable in their language learning process. Therefore, there appears a relationship between the use of L1 by the teachers and better learning and motivation of the students. Mattson and Burenhult (1999), in this sense, indicates that when teachers use L1, they create an affective support to the students so that their teaching helps them more.

Based on the finding that some teachers relied too much on one discourse functions while another teacher relied too much on another was investigated based on their background information. However, no significant difference was found between the teacher who used a lot of code-switching and those who used fewer. Then, it is inferred that this finding has some indications of their perspectives on teaching. For instance, one teacher was observed to use almost no code-switching for meta-language but would rather use it for the sense of humor and giving the equivalence of the words. Another teacher, on the other hand, was seen to employ a great many of meta-language function with limited number of sense of humor or emotional link. Therefore, it may be interpreted that the former teacher adopted more of implicit ways of teaching with a closer relationship to the students while the latter one relied mostly on the explicit ways of grammar instruction. Based on their tendency on implicit or explicit methods, it can be deduces that the former teacher follows an inductive teaching whereas the latter appears to rely more on deductive teaching methods.

What is more interesting is the fact that students used the greatest amount of code-switching in T7 and T1's lessons while the lowest amount in T8 and T3's lessons. However, T1 and T3 used the greatest amount of code-switching while T7 and T8 had an average amount. Therefore, it is inferred that the number of total utterances in T1's lessons were quite high; thus, the students talking time and teacher talking time were higher than in other teachers' lessons. However, the teacher talking time was higher than student talking time in T3's lessons. As a result, the amount of code-switching appears to reveal clues on how much talk is shared by the students and teachers in EFL classrooms.

The results concerning the perceptions of the participants revealed that what was observed in class did not match with what the participants thought they had done. To begin with the students, they believed that they used it mostly for equivalence due to their lack of vocabulary knowledge. Although not the highest function, equivalence appeared to be in the second rank. When it comes to the teachers, they believed that they used code-switching mostly for checking student understanding. Unfortunately, their greatest number of code-switching served to meta-language function which is not generally desired in classes because it means that teachers pursue a deductive way of teaching with explicit teaching methods.

Students believed that they used code-switching for floor-holding frequently since they do not want to lose their turn and to keep their place in the conversation. Therefore, they try to make the quickest utterance with the language that comes first to their mind. The results of their beliefs showed that this function ranked second and likewise it was also high in the observations. They also admitted they suffered from their lack of practice and knowledge of grammar, which concerns the meta-language a lot. Therefore, it almost seems to match with the high percentage of this function in the observations. In fact, there is an understanding in many students in Turkey that grammar is more crucial due to the exam-oriented educational system they have. That's why, their focus on grammar and accordingly the use of meta-language functions seems to be understandable.

Another critical point in the results of the interviews that many students stated that code-switching results from lack of knowledge; however, most of them believed that

it is a positive tool for their learning process. This is the result that Reyes (2004) also supports as she believes that code-switching is a positive strategy used in communicative interactions, not a deficiency in their proficiency.

In contrast to how students see their own code-switching, they did not see the code-switching of the teachers as a lack of knowledge but a strategy as a pedagogical tool. The results are conformant with the study of Ahmad (2009) that most of the students believed that the teachers used code-switching mostly to check understanding. In his study learners' overall perception of teachers' code-switching was positive just as in the present study.

Students believed that code-switching facilitates their communication while enabling fluency. They thought it is a tool that makes their learning easy and they feel that the use of the native language is quite normal in their classes. Code-switching is also a great way to make jokes in class for them. In addition, they believed that when they speak Turkish, teachers react. They even realized that they used it as a strategy to signal the teacher that they are lack of something and need help to be completed. However, when they use code-switching, teachers encourage them to speak more so that they feel valued while being listened and this way they begin to improve themselves while filling in the gaps in their knowledge. In short, students in general perceive the use of code-switching positively. On the other hand, they all believed that the higher their level gets, the less code-switching should be allowed in class. Therefore, they seem to be conscious of their learning and aware of the place of the native language in class. Huang (2008), in the same vein, highlights that the more speakers are exposed to English, the less code-switching they employ. Therefore; the exposure to L2 should increase in time. However, as Sert (2005) warns the reliance on code-switching should not be promoted as way of laziness since it may cause the students not to listen to the target language as they expect the native language in the long run.

Teachers believed that they used code-switching to make sure of students' understanding, attract attention, give instructions, and show emotions to the students to make them feel comfortable. Although teachers believed that they used code-switching for quite friendly and pedagogical purposes, this belief did not match with

what was observed. The results of the observations showed that they used code-switching mostly for meta-language, clarifications, classroom routines, and classroom management. They admitted that they used the native language for clarification of difficult structures when the lesson is stuck or students look totally blank; however, apparently this frequency is higher than they assumed. Ahmad (2009) also found a relationship between teachers' code-switching and students' affective support and thus believed in the future role of code-switching in student learning.

The mismatch between the observations and the perceptions show that the use of code-switching is mostly unconscious because participants believe that they use code-switching for useful purposes such as to help learning or pedagogical purposes; however, what they really used in the classroom was different than their favorable use. This is also in the same line with the results of the interviews and stimulated recalls in which all the participants commented on the probable reasons why they code-switched but they also added that in fact they were not aware of these utterances. This result is conformant with what Mattson and Burenhult (1999) highlighted as well in that the speakers may switch two languages without being aware of it.

Furthermore, teachers believed that neither their nor students' code-switching is a weakness, rather it is a tool that facilitates the communication between the two sides. Most of them perceived it as a positive means of learning and support its presence in class. Accordingly, it is understood that the teachers did not interfere the code-switched utterances but they do so with the complete Turkish utterances.

The results of the interviews were in the same line with the stimulated recalls in which participants made similar comments on why they code-switched and how they see this phenomenon. In other words, the students repeated in the stimulated recalls that their use of code-switching was mostly for finding the equivalence, floor holding and sense of humor whereas the teachers asserted that they made their utterances for checking understanding, attracting attention, and creating an emotional link to the students. The overall finding of the stimulated recalls was the unconscious use of code-switching by all participants.

## **5.2 Implications for ELT and Further Research**

This study found the amount of code-switching by the students and teachers in several aspects and strengthened the results with the perceptions of the participants. However, it was seen that there is not a direct match between the real use and the thoughts. Thus, it indicates that code-switching is generally used unconsciously. Therefore, it is a sign that code-switching derives from the advanced language skills of the speaker.

Eldridge (1996) points out that there is no guarantee of the use of L2 out of the class; therefore, it should be promoted to be used more in class. However, it is seen that the code-switching also helped their learning. The perceptions of the students and teachers also indicated that code-switching was a positive tool that facilitates learning. Although some participants believed that it derived from lack of knowledge, some others believed that it may also be an indication of advanced language skills since they used two languages together applying the rules of both. Overall, it does not show their competence. Since it does not necessarily show the results of learner inability, it must have other functions to be employed by the students and teachers.

The greatest use of code-switching seems to be its role as a facilitator so that there is a softer relationship between the students and teachers. Therefore, there should not be a strict approach towards abandoning the use of code-switching at all, in contrast to the "English only" approach (Sampon, 2011). In contrast, ways to benefit from the code-switching of the students should be sought for better language learning by examining their code-switched utterances and helping them use the English equivalence of what they said in Turkish.

In terms of the role of code-switching in class, studies supported the mixed language of L1 and L2 in class. Ahmad (2009), for instance, asserted that code-switching was also highly associated with student success in that it helped them understand difficult concepts, grammar points and new vocabulary so its use should be promoted in EFL classes. Moore (2002) also suggested its positive aspects on such as creating



interactions among participants. Similarly, Sampon (2011) pointed out the role of L1 in class to increase learner motivation.

As both the students and teachers indicated, the use of code-switching should be reduced in time. Therefore, students should be encouraged to use L2 more. However, their switches to L1 for the commenting on the task, confirming, floor-holding, sense of humor apparently help their learning. Therefore, code-switching can be seen as a tool to foster effective learning in beginner levels. The results of this study in short are consistent with the study of Ahmad (2009) in that it highlights the benefits of code-switching in language classrooms from the eyes of learners and teachers on their own code-switching.

Further study can be conducted as a longitudinal study to generalize the findings and the interviews and stimulated recalls can be done with more participants since they may reveal unexpected ideas on the code-switching phenomenon. In addition, ethnographic studies of bilingual classroom should be conducted as it may only then be possible to understand the role of CS as a discourse strategy (Boztepe, 2005).

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## APPENDICES

### Appendix A: Informed Consent Form for Students

#### INFORMED CONSENT FORM

Dear participant,

The purpose of this research study is to examine the use of the target and native languages in class by the teachers and students to find the discourse functions.

In this study, you will first be observed and video-recorded four times. If relevant data are provided, you may be asked to take part in an interview and a stimulated recall, as well.

No risks and no direct benefits are anticipated as a result of your participation in this study. Your participation is purely voluntary. There is no penalty for not participating and you have the right to withdraw from the study at anytime without consequence.

At all times, your identity will be kept **confidential**. Your name will be coded with numbers in the transcriptions of the observations and in the interviews. The recordings will only be used for scientific purposes. Therefore, the recordings will only be available to the researcher and her supervisor.

#### **Whom to contact if you have questions about the study:**

**Investigator:** Instructor Seçil HORASAN, [e184175@metu.edu.tr](mailto:e184175@metu.edu.tr)

**Supervisor:** Prof. Dr. Gölge Seferoğlu, [golge@metu.edu.tr](mailto:golge@metu.edu.tr)

#### **Agreement:**

I have read the procedure described above. I voluntarily agree to participate in the procedure.

I would like to take part in the interviews:

Participant Name Surname: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Year of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Type of High School you graduated: \_\_\_\_\_

Abroad experience (Country and duration): \_\_\_\_\_

**INFORMED CONSENT FORM**

Dear participant,

The purpose of this research study is to examine the use of the target and native languages in class by the teachers and students to find the discourse functions.

In this study, you will be observed during the lesson twice. Later, you will be asked to take part in an interview and a stimulated recall, as well.

No risks and no direct benefits are anticipated as a result of your participation in this study. Your participation is purely voluntary. You have the right to withdraw from the study at anytime without consequence.

At all times, your identity will be kept **confidential**. There will be no name indicators in the transcriptions of the observations and interviews. Your name will be coded with numbers in the transcriptions of the observations and in the interviews. Your personal information will only be used for scientific purposes. Therefore, it will only be available to the researcher and her supervisor.

**Whom to contact if you have questions about the study:**

**Researcher:** Instructor Seçil HORASAN, [e184175@metu.edu.tr](mailto:e184175@metu.edu.tr)

**Supervisor:** Prof. Dr. Gölge Seferoğlu, [golge@metu.edu.tr](mailto:golge@metu.edu.tr)

**Agreement:**

I have read the procedure described above. I voluntarily agree to participate in the procedure.

I would like to take part in the interviews:

Participant's Name Surname: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Place of birth: \_\_\_\_\_

How long have you been teaching English? \_\_\_\_\_

Teaching experience in this institute only \_\_\_\_\_

Abroad experience: (Country and duration) \_\_\_\_\_



## Appendix C: A Sample from the Transcriptions of the Observations

### **T4 FIRST LESSON**

1. T4: Stop çocuğum stop. [Laughs and coughs and some off-task TR talks] \$\$\$  
listen be. What is the relation between car and environment? [Silence]
2. T4: Car and environment?
3. ST39: Karbon monoksit gases. (with a Turkish pronunciation)
4. ST36: Environment.
5. T4: Karbon monoksit.
6. ST: Yes.
7. T4: Hmm. Turkish? Sts [laugh]
8. ST39: Karbon monoksitin ingilizcesi ne ki?
9. T4: Carbon dioxide.
10. ST39: Olsun monoksit diyorum.
11. T4: OK whatever. C iki O (He tells the symbol of the element)
12. ST39: Karbon monoksit gazı. Exhausted gazı. Egzos gas. And oil.
13. ST31: gaz.
14. T4: Ok, so how does it affect the environment?
15. ST39: Energy resources. Energy resources and
16. T4: Ok what about hair sprays, parfumes? They are used and affect the ozone.  
Its damage? How?
17. ST39: It effects.
18. T4: How?
19. ST39: It makes a hole in the ozone and global warming is increase with this  
decision.
20. T4: Hm okkk chemical sprays damage the ozone, and a great hole, and it is  
growing. OK good. What about you? How do you affect the ozone? (no  
answer from the sts) how? Hı?
21. ST39: We use deodorants, sprays.
22. ST25: We also make carbondioxide.
23. ST39: Başka ne var. We fart. [a second of silence and then laughs]
24. T4: Of unnecessary student, unnecessary information [he laughs]. Yes.

25. ST39: But bişey söyliyim mi in Turkish. [Laughs] because farts increase the global warming very much. If you read it on the internet, you will learn.
26. T4: Interesting.
27. ST39: Yes, because it is a, a metan gaz. Its {O hani} - deliyo ozonu. [laugh]
28. T4: Right.
29. ST25: And humans' ~~gadgets~~ for example.
30. T4: Bi daha söyle?
31. ST25: Humans' ~~gadgets~~ --T: hmm--U: for example power generators. It is very dangerous for ozone.
32. T4: For example how?
33. ST25: It is great a lot of carbondioxide. --T: hmm-- U: And chemical gases and it damages ozone.
34. T4: At home? Huh Samet
35. ST35: Air conditioner –
36. T4: hmm--,
37. ST65: Because içerdiği gazları yaydığında delik açılıyo.
38. T4: OK. What about at home?
39. ST39: Bulbs. [Silence] Microwave.
40. T4: Microwave.
41. ST39: Oven [silence] Cuisine.
42. T4: Cuisine?
43. ST39: We burn kömür.
44. T4: Hmm kö[smile] coal. [Sts laugh]
45. ST39: Black diamond.
46. T4: Lan! What is black diamond? [Sts laugh]
47. ST25: Coal değil miydi?
48. T4: Hıı coal.
49. ST: And, salon neydi ya?[Silence] It causes dangerous effects on the air. It causes air pollution, health problems.
50. T4: Ok. How can you protect or how can you decrease the level of carbondioxide?
51. ST39: We can use public transport.

52. ST26: We can plant trees.
53. ST27: Don't use carbondioxide.
54. ST26: Use bicycle.
55. T4: Use bicycle.
56. ST25: Use filter.
57. T4: Yes. Use filters. What else? At home? [silence]
58. ST26: We can use natural deodorants.
59. T4: Natural?
60. ST26: Natural deodorant. n it does not damage. –
61. T: Doğru.
62. ST26: It doesn't damage.
63. ST39: We can choose the garbage, plastic, metal, glass.
64. T4: Choose or separate?
65. ST39: Ha separate.
66. T4: Yes, recycle bins.
67. ST39: Yes.
68. T4:Ok
69. ST39: We can use blue pin.
70. T4: Why?
71. ST33: Because recycle.
72. ST39: Because recycle.
73. ST33: Tekerlekli sandalye.
74. ST25: We can use less elektrik.
75. T4: We can use..?
76. ST25: Less elektrik.
77. T4: How? Tell me a solution about it.
78. ST25: For example, shut lights.
79. T4: OK.
80. ST37: We can shut the lights.
81. T4: When? When can we do it?
82. ST26: We can talk our families. We can spend time
83. ST39: unnecessary [laughs]

84. ST26: Shut lights. We don't use telephones or televisions, computer.
85. T4: For example how many rooms do you have at home?
86. Sts: 3 -2
87. T4: I think in each room you do different things. Your father for example your father and your parents in living room in your room bedroom huh? What about this one? For example you can come together and you can watch the TV together so you don't have to use much electricity. Is it possible for you?
88. Sts: Yes.
89. T4: OK.
90. ST39: A few days ago,
91. T4: Huh? All of world some countries some cities turned off their electricity and bulbs.
92. T4: Why?
93. ST39: It's an organization. It was an organization, Save because of save electricity
94. T4: Energy?
95. ST39: Yes energy. 5 dk falan kapattılar yani.
96. T4: For five minutes?
97. ST39: Yes.
98. T4: In Turkey?
99. ST39: Yes.
100. T4: In Ankara?
101. ST39: No. [laugh]
102. T4: Lan [laugh]
103. ST39: Istanbul in Istanbul the bridges' lights all off.
104. T4: Only bridges?
105. ST39: No. Galata tower, Sultan Ahmet,
106. T4: What about the houses?
107. ST39: Some of the houses.
108. T4: Hmm OK.
109. ST26: Herseyi kapattılar hocam.

110. T4: OK. I have a video about carbondioxide. Let's watch it. 3 minutes.  
Ok, tell me a sentence about the video. The character. [silence] Ok [silence]  
what is she trying to do?
111. ST35: Catch the carbon.
112. ST39: She is trying to catch the carbon.
113. T4: Catch?
114. Sts: Carbon dioxide
115. T4: The carbon dioxide. Hmm At the beginning, there are two words,  
inhale or exhale.
116. T4: You inhale carbon dioxide and you exhale. Inhale?
117. Sts: Nefes.
118. T4: Inhale? Your body (he shows the action)
119. Sts: ~~Not clear!~~
120. ST26: Nefes almak
121. ST39: İçine cekmek

Transcription Conventions:

( ): Description

[ ]: Sounds other than talks

{ } : Silent talk, not to the whole class

: Individual talk- one to one (sometimes overlapping)

~~Not~~: Not clear.

- : Interrupted talk

? : Rising intonation, not necessarily a question

#### Appendix D: Interview Questions for Students

1. Sizce neden Türkçe ve İngilizceyi birlikte kullanıyorsunuz?
2. İngilizce'sini bulamadığınız için mi? Sizce bu bir zayıflık mı? İngilizce'deki eksikliğinizi mi gösterir?
3. Sizce dil değişimi Negatif bir durum mu? Neden? b. Pozitif bir durum mu? Neden?
4. Sizce dil değişimi sınıfta öğrenmeyi kolaylaştırır mı? Sınıfta bu durumlar sıkça olmalı mı? Yoksa sadece İngilizce mi kullanılmalı?
5. Sizce dil değişimi aslında akıcı düşündüğünüzü, dolayısıyla ileri seviyede dil kullanma becerilerinizi gösterir mi?
6. Öğretmenlerinizin dil değişimi yapması sizce neyi gösterir? Öğretmenin bilgi eksikliğini gösterir mi?
7. Sizce öğretmeninizin dil değişimi yapması: Negatif bir durum mu? Neden? Pozitif bir durum mu? Neden?

Katılımınız için teşekkür ederim.

## Appendix E: Interview Questions for Teachers

1. Sizce neden Türkçe ve İngilizceyi birlikte kullanıyorsunuz?
2. İngilizce'sini bulamadığınız için mi? Sizce bu bir zayıflık mı? İngilizce'deki eksikliğinizi mi gösterir?
3. Sizce dil değişimi: Negatif bir durum mu? Neden? b. Pozitif bir durum mu? Neden?
4. Sizce dil değişimi sınıfta öğrenmeyi kolaylaştırır mı? Sınıfta bu durumlar sıkça olmalı mı? Yoksa sadece İngilizce mi kullanılmalı? Neden?
5. Sizce dil değişimi yapmanız aslında akıcı düşündüğünüzü, dolayısıyla ileri seviyede dil kullanma becerilerinizi gösterir mi?
6. Sizce öğrenciler dil değişimi yapmaya özendirilmeli mi? Neden?
7. Sizce dil değişiminin öğrenmeye etkisi nedir? Sınıfta ne miktarda izin verilmelidir? Genel bakış açınız nedir?

Katılımınız için teşekkür ederim.

## Appendix F: A Sample from the Interviews and Stimulated Recalls

### Interview with Students

Biliyorsunuz, sınıfınızda bazı gözlemler yapıp videoya kaydettik. Bu kayıtları tek tek dinleyip yazıya döktük. Öğrenci ve öğretmenlerin sınıf içi konuşmalarındaki bazı fonksiyonları inceledik. Odak noktamız İngilizce ve Türkçeyi aynı iletişim esnasında birlikte kullanmanızdı. Yalnız derste ne kadar Türkçe konuşulduğu değil, bir iletişim sağlanırken Türkçe ve İngilizceyi değişimli olarak bir arada kullanmanın yani code-switching in iki taraf açısından söylem fonksiyonlarını belirlemektir. Katılımınızdan dolayı öncelikle teşekkür ederiz. Bu verilerden yola çıkarak sizin bu konudaki bakış açınızı anlamak üzere bazı sorular soracağım, sınıftaki cümlelerinizden alıntılar yaparak size hatırlatmaya ve oradan yola çıkarak yorumlamanızı sağlamaya çalışacağım. Dolayısıyla amacım kesinlikle yargılayıcı ya da tehditkâr bir unsur oluşturmak değil, tamamen sizin bakış açınızı anlamaktır. Hazırsanız başlayalım mı?

#### 1. Sizce neden Türkçe ve İngilizceyi birlikte kullanıyorsunuz?

- a. ST 16: Kelime eksikliği olabilir. Pratik olmadığı için de olabilir. Gramer de eksik tabi.
- b. ST 45: Tıkanıyorum. Konuşurken bilmediğim kelime oluyor.
- c. ST 35: Kelimeyi bilsek bile o anlık gelmiyor aklımıza. Ben de unutkanlık var galiba. Kelimeyi o an hatırlayamıyorum.

#### 2. İngilizcesini bulamadığınız için mi? Sizce bu bir zayıflık mı? İngilizcedeki eksikliğinizi mi gösterir?

- a. ST 5: Zayıflıktır çünkü bir dili öğrenirken tamamen o dile odaklı olması lazım. Direk İngilizce olsaydı baştan beri daha iyi olurdu. Önce gramer öğrenip sonra speaking geliştirme gibi olmasaydı daha çok İngilizce olurdu. Şu an cümle kuramıyoruz. Ama diğer yandan writingde iyi olmamız da bunu destekler. Pratik eksikliği var.

I: Gramer geliştiği ama konuşma gelişmediği için zayıflık diyorsunuz. Ama writingde düşünme şansı var, speakingle karşılaştırmak doğru olur mu?

ST5: Ben writingde de speaking gibi hızlı yazıyorum ben ama speakinge gelince olmuyor, pratik yok.



b. Gözde: Bence zayıflık değil. Bildiğini gösterir. Tembellik yapıyordur sadece, çabalasak olur.

**3. Sizce dil değişimi: Negatif bir durum mu? Neden? b. Pozitif bir durum mu? Neden?**

a. ST 55: Negatif. Benim için negatif ama bilmeyene pozitif olabilir. Seviyeye göre gerekebilir çünkü.

b. ST 40: Normal de pozitif ama şöyle sürekli hale getirmemesi lazım. Alışkanlıksa kelime eksikliğindedir, gelişmez de.

**Stimulated recall with students:**

*1. ST5: Girlsler. (CS)*

**Bu tabii ki bilmediğimizden değil ama Türkçe düşündüğümüz için oluyor. Bir de espri amaçlı sonuçta. Orda tabi girlsler olunca konu heyecanlanmış da olabilirim.**

*2. ST45: Acıga çıkarmak again hocam. Yes release. (CS)*

**Kelime eksikliğinden. Kafamda çeviri zor geliyor ya da emin olamıyorum ben de sesli düşünüyorum ki hoca nerde takıldığımı anlasın ki orayı tamamlasın ya da check etsin. İyi de oluyor.**

*3. ST40: Ben de öyle düşündüm. (TR)*

*4. ST 40: Used to hocam yapmayın. (CS)*

*5. ST 40: I live away from my family. I used to understand people better. (EN)*

**Soru cevap yaptığımızda o an bana gelince sıra hemen konuşmak için, hızlı cevap vermek için. Çünkü hoca size bakıyor ve düşüme payınız olmuyor. Bu yüzden aklına ilk gelen kelimeleri kullanıyorsunuz. O da karışık oluyor. Bazen de tabi espri amaçlı ya da kelime eksikliğinden.**

**Interviews with teachers:**

**1. Sizce öğrenciler dil değişimi yapmaya özendirilmeli mi? Neden?**

a. T1: Yani özendirme değil de çok müdahale etmiyorum bu tarz karışık konuşmalarına.

b. T2: Yani biz yine İngilizce için model olmalıyız. Ama zorlandıklarında tabii ki yardım etmeliyiz. Tabi öğrencinin seviyesine de çok bağlı.

**2. Sizce dil deęişiminin öğrenmeye etkisi nedir? Sınıfta ne miktarda izin verilmelidir? Genel bakış açınız nedir?**

a. T5: Etkili tabi sınıfta ama ağırlıklı İngilizce olmalı, bu karışımlara da %20'ye kadar izin verilebilir.

b. T8: Bu unconscious bir şey. İster istemez bizde de öğrencide de oluyor. Ama biz yine İngilizce olsun, öğrensin diye uğraşmalıyız

### **Stimulated recall with teachers**

*1. ST: Hocam silver kitabının feedbacki?*

*T1: Yarın. Yarın yapıcaz.*

**Off-task olduğu için, ders bitti mesela. O an konu o değil. Ders bitti, konu kapandı, o yüzden sıkıntı değil hangi dilde konuştuğum.**

*2. T1: Ok everything. You are wonderful students. Sizi gidi ne diyorduk hardworkingler. Cleverlar. Peki hemen bahsedelim.*

**Çok kullanırım bunları fun katmak için. Yoksa tabî ki onun anlamını biliyorlar. Sadece dikkat çekmek ve daha önemlisi eğlenerek öğrenmek için.**

## Appendix G: Tez Fotokopisi İzin Formu

### TEZ FOTOKOPİSİ İZİN FORMU

#### ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

#### YAZARIN

Soyadı :

Adı :

Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezinden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

