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**TEACHERS' CODE SWITCHING IN ENGLISH FOREIGN LANGUAGE
CLASSROOMS**

**THESIS BY
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DEDICATION

To my beloved parents,
Hatice and Mehmet D. USTAOĞLU

ÖZET
İNGİLİZCE YABANCI DİL SINIFLARINDA ÖĞRETMENLERİN DÜZENEK
DEĞİŞTİRMESİ

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Bu tez yabancı dil sınıflarında öğretim veren İngilizce öğretmenlerinin İngilizceden Türkçeye yaptıkları düzenek değiştirme uygulamalarını ayrıntılı olarak araştırmayı amaçlamıştır. Çalışma Adana Çukurova üniversitesinde Yabancı diller Yüksek Okulu hazırlık sınıflarında gerçekleştirilmiştir. Bu amaç doğrultusunda, 3 sınıf seviye 1’den ve 3 sınıf seviye 3’ten olmak üzere toplamda 6 sınıf gözlenmiş ve 294 dakika cep telefonu kamerasıyla kayıt yapılmıştır. Ders kayıtları çözümlenmiş ve sınıflarda düzenek değiştirme uygulamalarının olup olmadığı incelenmiştir. Eğer oluyorsa ne sıklıkta olduğu, öğretmenlerin hangi amaçla onları kullandığı, hangi tür ve işlevlerin öğretmenler tarafından sıkça kullanıldığı, düzenek değiştirme sıklığının Okuma ve Dilbilgisi derslerine göre ve sınıflardaki öğrenci seviyelerine göre nasıl değiştiği ve son olarak düzenek değiştirmenin öğrenme sürecine nasıl katkıda bulunduğu incelenmiştir. Gözlem ve ders kayıtlarının yanı sıra öğretmenlere yarı yapılandırılmış görüşmeler uygulanmış ve bu görüşmeler içerik çözüleme yöntemiyle incelenmiştir. Bulgulardan edinilen bilgiler şunlardır: 1) Tüm öğretmenler sınıflarında düzenek değişimi yapmıştır; 2) Öğretmenler çeşitli nedenlerle düzenek değiştirme kullanmıştır. En çok kullanılanlar çeviri, tekrarlama, anlamayı kontrol etme, yeni bilgileri açıklama, alıştırmaları kontrol etme, hataları düzeltme ve dilbilgisi incelemeleridir. 3) En çok tümceler arası düzenek değiştirme kullanılmıştır. 4) Ders esnasında bazı olağandışı durumlar gözlenmesine rağmen, genel olarak öğretmenler düzenek değişimini Dilbilgisi derslerinde ve düşük seviyeli sınıflarda daha çok kullanmayı tercih etmektedir. 5) Son olarak, öğretmenler düzenek değiştirmenin faydalı olduğu ancak dikkatli bir şekilde kullanılması gerektiği ve dil sınıflarında ana dilin hedef dilin önüne geçmemesi gerektiğini vurgulamışlardır.

Anahtar Kelimeler: Düzenek Değiştirme, Yabancı dil olarak İngilizce Öğrenen Sınıflar,
Sınıf içi Etkileşim, İngilizce Öğretiminde Ana dil Kullanımı.

ABSTRACT
TEACHERS' CODE SWITCHING IN ENGLISH FOREIGN LANGUAGE
CLASSROOMS

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This thesis aimed to investigate code switching (CS hereafter) in interactive changes of ELT teachers from English to Turkish in detail. The study took place in Çukurova University at preparatory classes of Foreign Language Schools in the city of Adana. In accordance with this aim, three level 1 and three level 3 classrooms were observed and recorded for six class hours about 294 minutes via mobile phone camera. The recordings were transcribed and examined to see whether CS practices happened in these classes or not, if they did, how often they took place, for what purposes teachers applied them, what types and functions are used frequently by the teachers, how the frequency of CS usage changes according to lesson which are Reading and Grammar, how it changes according to level of students, and lastly how these CS practices contribute to language learning process. Besides observation of classes and video recording, semi-structured interviews were held with six teachers and these interviews were analyzed through content analysis. The following results have been obtained from the data: 1) All the teachers used CS in their classes; 2) They apply CS for a variety of reasons such as translation, reiteration, checking comprehension, explaining new information, checking exercise, correcting mistake, grammar review, the most 3) The most frequently used type of CS is inter sentential 4) Instructors usually prefer CS in Grammar and at low level classrooms more although it was observed some exceptions by the teachers during the lessons. 5) Finally, teachers find CS useful in ESL classrooms, but they emphasize that it should be cautiously and L1 should not precede L2 in language classrooms.

Key words: Code Switching, EFL classrooms, Classroom Interaction, Use of First language in Language Teaching.

LIST OF ABBREVIATIONS

| | |
|-----|---------------------------------|
| CS | : Code switching |
| EFL | : English as a Foreign Language |
| ELT | : English Language Teaching |
| ESL | : English as a Second Language |
| FL | : Foreign Language |
| GMT | : Grammar Translation Method |
| L1 | : First language |
| L2 | : Second Language |
| SLA | : Second Language Acquisition |
| TL | : Target Language |
| T1 | : Teacher 1 |
| T2 | : Teacher 2 |
| T3 | : Teacher 3 |
| T4 | : Teacher 4 |
| T5 | : Teacher 5 |
| T6 | : Teacher 6 |

LIST OF TABLES

| | |
|---|----|
| Table 1. Characteristics of Participants..... | 16 |
| Table 2. Commonly used CS Functions | 19 |
| Table 3. Differently used CS Functions | 20 |
| Table 4. Teachers' CS frequency in Reading at Level 1 classes | 23 |
| Table 5. Teachers' CS frequency in Reading at Level 3 classes | 23 |
| Table 6. Teachers' CS frequency in Grammar at Level 1 classes | 24 |
| Table 7. Teachers' CS frequency in Grammar at Level 3 classes | 24 |
| Table 8. Frequently observed and used CS functions..... | 28 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1. Representation of Bilingual CS Grammars | 11 |
| Figure 2. Code Switching usage according to lessons | 25 |
| Figure 3. Code Switching usage according to levels | 25 |

TABLE OF CONTENTS

| | |
|------------------------------------|-------------|
| COVER | I |
| APPROVAL PAGE | II |
| ACKNOWLEDGEMENTS | III |
| DEDICATION | IV |
| ÖZET | V |
| ABSTRACT | VI |
| LIST OF ABBREVIATIONS | VII |
| LIST OF TABLES | VIII |
| LIST OF FIGURES | IX |
| TABLE OF CONTENTS | X |

CHAPTER 1

| | |
|-------------------------------------|----------|
| 1. INTRODUCTION | 1 |
| 1.1. Background to the study..... | 2 |
| 1.2. Statement of the problem | 3 |
| 1.3. Purpose of the study | 4 |
| 1.4. Research Questions | 4 |
| 1.5. Operational definitions | 5 |
| 1.6. Limitations of the study | 5 |

CHAPTER 2

| | |
|---|----------|
| 2. LITERATURE REVIEW | 6 |
| 2.1. Code switching versus code mixing | 6 |
| 2.2. Approaches to Code Switching | 8 |
| 2.2.1. Sociolinguistic Approach to Code Switching | 9 |
| 2.2.2. Conversational Approach to Code Switching | 9 |
| 2.2.3. Linguistic Approach to Code Switching | 10 |
| 2.3. Functions of Code Switching | 12 |
| 2.4. Reasons of Code Switching | 13 |

CHAPTER 3

| | |
|------------------------------------|-----------|
| 3. METHODOLOGY..... | 15 |
| 3.1. Research Design | 15 |
| 3.2. Participants | 16 |
| 3.3. Instruments | 16 |
| 3.3.1. Classroom Observation | 17 |
| 3.3.2. Video Recording | 17 |
| 3.3.3. Interview..... | 17 |
| 3.4. Data Analysis | 18 |
| 3.5. Procedures | 21 |

CHAPTER 4

| | |
|---|-----------|
| 4. FINDINGS..... | 22 |
| 4.1. Introduction | 22 |
| 4.2. Types of Code Switching in the classroom | 26 |
| 4.2.1. Inter sentential Code Switching | 26 |
| 4.2.2. Intra sentential Code Switching | 27 |
| 4.3. Functions of Code Switching | 28 |
| 4.3.1. Translation | 29 |
| 4.3.2. Equivalence | 30 |
| 4.3.3. Checking Exercise | 30 |
| 4.3.4. Making Explanation | 31 |
| 4.3.5. Correcting Mistake | 32 |
| 4.3.6. Checking Comprehension | 33 |
| 4.3.7. Checking Pronunciation | 34 |
| 4.3.8. Giving Information | 35 |
| 4.3.9. Message Clarification | 36 |
| 4.3.10. Grammar Review..... | 37 |
| 4.3.11. Floor Holding | 38 |
| 4.3.12. Reiteration | 39 |
| 4.3.13. Attracting Attention | 40 |
| 4.3.14. Alignment/ Disalignment | 41 |

| | |
|--|----|
| 4.3.15. Cultural Issues | 42 |
| 4.3.16. Classroom Routine..... | 43 |
| 4.3.17. Conflict Control | 44 |
| 4.3.18. Meta Language | 44 |
| 4.3.19. Classroom Management | 45 |
| 4.3.20. Unofficial Interactions | 46 |
| 4.3.21. Assigning Homework | 47 |
| 4.3.22. Talking about Experience | 47 |
| 4.4. Findings from Interviews | 48 |

CHAPTER 5

| | |
|---|-----------|
| 5. CONCLUSION | 57 |
| 5.1. Evaluation of Research Questions | 57 |
| 5.2. Implications of the Study | 60 |
| 5.3. Recommendations for Further Research..... | 61 |
| 6. REFERENCES | 63 |
| 7. APPENDICES | 70 |
| 7.1. Appendix 1: Interview Questions for Teachers | 70 |
| 7.2. Appendix 2: Classroom Transcriptions | 71 |

CHAPTER 1

1. INTRODUCTION

This thesis investigates the language choices of Turkish teachers between Turkish and English in English second language classrooms. This chapter firstly introduces a general view of code switching. It also includes background to the study, problem statement in the light of the observation of the classroom language, the aim of the study along with research questions, operational definitions, and lastly it provides the limitations of the study.

Code switching (CS) is commonly used by people who speak two languages. So, most of bilingualism research are studied on this issue. Most researchers, who are interested in CS, have also studied in the sociological interpretation and discourse functions, for example the socio-pragmatic aspect, of CS. Therefore, there is a common belief among linguists who are not specialist on bilingualism that CS addresses sociolinguistic research. It seems odd to search how, why, and when a speaker applies linguistic change. It might be clarified by metaphorical or stylistic encouragement. They include some factors such as the interlocutor, social role, domain, topic, venue, medium, and type of interaction play an important role (Riehl, 2005).

CS can be applied by teachers in the classroom deliberately or unknowingly to provide their interactive purposes. Moreover, the objectives used by the speaker make possible to achieve a link between the students' proficiency level of language and the functional qualities of their switches (Amorim, 2012). Sert (2005) emphasizes that switching the languages occur between students' native language and target language aimed to be improved.

CS helps the speakers with different languages and low language competences in each other's language interact by creating a third space. "This makes it a variety of the linguistic manifestations of language contact and mixing which include borrowing on the lexical and syntactic levels, language transfer, linguistic convergence, interference, language attrition, language death, pidginization and creolization among others" (Bensen & ÇAVUŞOĞLU, 2013).

However, CS is not always seen at low-level students when we look at other studies. Instructors might apply CS at high-level classes as well. In this study, we will also examine two levels, low and high. We will see the usage of CS at both levels.

A teacher who applies to CS should not be seen as an unqualified one. Conversely, s/he uses it as a strategy. Thus, classroom interactions are the most precious experience for students since they have insufficient exposures to enough input the outside the classroom

(Ahmad & Jusoff, 2009). As a result, it is not likely to lead to smooth conversation while talking to a monolingual not familiar with code switching especially the ones who does not know English. Lately, it is easy to find instances of code-switch among the students in such traditionally monolingual countries as Turkey since English is the language of instruction in a growing number of state and private universities. In addition, it is noticeable for them to insert or borrow lexical items or entire constituents from English into Turkish (Oğuzhan, 2011).

1.1. Background to the study

Approaches in the language classroom as an aspect of language teaching have undergone a number of changes in recent history. Levine (2011) emphasizes that being a major part of the learning environment in grammar translation methodology, the learner's first language (L1) has come to be nearly stigmatized out of existence in more communicative approaches to language teaching, at least in ESL teaching contexts in English speaking countries. Using target language just for communicating during the class dates back to the Grammar-Translation method. This method has lost its importance in language teaching process (Atkinson 1987: 242), and popularity of the Direct Method gained interest (Sampson, 2011).

The monolingual approach maintains that the use of the TL only in L2 classroom increases the learning of the target language (Bhootha, Azmanb, & Ismail, 2013). On the other hand, later studies began to concentrate on bilingualism, so language mixing came into consideration as a debatable issue. The studies mostly draws on material from natural discourse, but quite a few studies have also been done on code switching phenomena in the more formalized context of classroom interaction (Flyman-Mattsson & Burenhult, 1999). Furthermore, in the classroom environment, code switching has been studied in a very extensive way. Educators began to study the languages, dialects, and registers of their students, and they found that bilingual students utilize their second language English, their first language, and the alternation of the two, or code switching, when interacting with other bilinguals (Riegelhaupt, 2010). This phenomenon of code switching brought many new questions. Should code switching be allowed in the learning environment? What kinds of code switching should be used? Does code switching show a weakness in the language being acquired? Or is it another resource to be improved and used to the student's benefit? (Riegelhaupt, 2010) Correspondingly, Chen, & Ting (2011) express that code switching is beneficial for information giving and communicative objectives in educational setting.

In the 21st century, since English has increasingly been a popular language in global aspect (Amorim, R. 2012). Similarly, Riegelhaupt (2010) supports the idea that the language of the classroom became a crucial issue of educators and linguists in the mid 1960s, and by the early 1970s, numerous studies were being published. He also gives information about the emergence of code switching over the past decades. According to his explanation, in the 1960s, the new and flourishing field of theoretical linguistics concentrated on language universal and the capacity of humans to acquire language. Theoretical linguists searched to reveal linguistic competence, rather than performance. Besides this, a field that bridged the gap between what people are capable of doing with and through language and what they really do in social settings was about to be born.

CS was not studied in a great amount as a scientific study in the past; however, recently it has attracted a serious attention and CS has been a principle subject for researchers studying on bilingualism or multilingualism (Cook, 2001, cited in Gulzar, 2010).

1.2. Statement of the problem

Code switching has a communicative role in the conversations and functions in discourse. As opposed to the popular assumption that CS is a kind of confusion of two languages, it conveys speaker's intents, attitudes, emotions and preferences at most cases to other people in the same conversation (Oğuzhan, 2011).

Deciding the language is very important for academicians and students. Ministry of Education in Turkey or any other forms of government in other countries impose the language educational policy for schools or institutions. This situation affects students' academic performance in all subjects. While giving decisions about language teaching strategies, it is not taken into consideration of learners' ideas and beliefs (Reyes, 2004).

Using MT in foreign language classes has been discussed for a long time in FL teaching, mainly in culturally similar educational settings where the majority of students are monolingual speakers. Many teachers have long considered that using the MT in language classrooms is a risky and dangerous action and they should avoid using it (Çelik, 2008).

1.3. Purpose of the study

This study aims to explain the reasons of code switching, to what extent teachers apply code switching during a lesson, in which situations they change the language, why and how they switch the target language with the main language. In foreign language classrooms, the main purpose is to increase the amount of time spent using the target code, and thus improve learning efficiency (Elridge, 1996).

There are many studies on using LI use in second language (L2) classrooms, but this study does not aim to prescribe an ‘ideal’ foreign language environment. The main purpose is to describe the classroom environment in which instructors incorporate CS to their speech. Corcoll (2013) gives some reasons to apply the code switching in the learning environment. According to her, the first aim is the progressive command of languages, rather than the more traditional term acquisition, which may be understood as posing more emphasis on actively learning the language. Secondly, the plurilingual and intercultural competences need to be developed, together with the more traditionally used and more limited communicative competence. Thirdly, learning foreign languages enhances the mother tongue. Lastly, learning languages is a privilege that opens doors to other cultures.

The main issue is the placing the language teaching focuses on language command, language awareness, plurilingualism and interaction. It is clear that taking this new perspective into the classroom goes beyond teaching language for communicating and involves more than the linguistic skills (Corcoll, 2013).

1.4. Research Questions

The research questions are identified as follows:

1. Do teachers apply code switching in EFL classrooms?
2. If so, how frequently do they code switch?
3. What are the types of code switching teachers’ refer to?
4. What are the functions of code switching teachers refer to?
5. How does the frequency of code switching differ according to the lesson, Reading and Grammar?
6. How does the frequency of code switching differ according to proficiency levels of students?
7. What are the teachers’ beliefs that the use of code switching contributes to the learners’ language learning?

1.5. Operational Definitions

In this research, the following definitions will be used frequently, and they should be thought in the meanings below:

Code: The term code itself refers to a language or a variety of a language (Wardhaugh, 1992). Similarly, Bista (2010) explains defines the term as a language or a dialect.

Code switching: This term has many similar meanings. We prefer a generally adopted term. CS means changing the language in the same discourse by bilinguals (or multilinguals) (Poplack, 1980).

1.6. Limitations of the study

There are several CS studies in ESL educational environment, but the number of studies with respect to English-Turkish CS is limited (Üstünel, 2004).

The first limitation of this study is that six classes were observed in only one university and a relatively small number of classroom hours were recorded. Thus, it is difficult to make generalizations about the nature of CS practices and what the general types and functions of CS are like in Turkey's EFL classrooms. The second limitation is that the content of the recorded classes are different from one another. Each class had different contexts, so there were a number of various interactions. In addition, the video recordings might have been influenced by the observer effect. Since the video recordings were carried out by the researcher herself and these recordings were made only once due to availability of the schools and participants, these factors could have affected the participants' behaviors at the time of recording. The duration of videos also is not equal. While some lessons were recorded 30 minutes, others are recorded in 40 or 45 minutes.

CHAPTER 2

2. LITERATURE REVIEW

In this chapter, definitions and terminologies related with CS are presented and discussed. Furthermore, different approaches to CS in terms of sociolinguistic, conversational, and linguistic are stated to observe it in different situations, and CS types and functions examined in previous studies are given. This section ends with reasons for CS.

2.1. Code Switching versus Code Mixing

Whether we refer to it as code mixing, switching or alternation, this “code-X” terminology begs the question of whether language should, in the first place, be conceptualized as discrete “codes” with stable boundaries (Lin, 2013).

As to Bista (2010), code switching is the change of words and phrases between two languages or dialects. This situation generally comes out among people who share these particular languages. Similarly, Jingxia (2010) explains, “Code switching as the shift from one language to another within a conversation or utterance”. In the educational setting, CS refers to the alternate use of L1 and the TL, a tool of communication by language teachers when the need of students increases during the lesson. From another point of view, “the term CS is used to refer to the choice to alternate between two or more codes within the same sentence or conversation, or the use speakers make of “more than one language in the course of a single episode” (Heller 1988:1). More specifically, when speakers alternate from one language or language variety to another one, they have used CS. Code switching can exist in a conversation when a speaker apply one language and the other speaker replies in a different language (Hamidi & Sarem, 2012).

Code can be used to refer to “any kind of system that two or more people employ for communication” (Humaira, 2012). When a speaker decides one code, it is not necessarily for him/her to go on with it all the time. People ought to change the code in necessary situations from (Jingxia, 2010). In bilingual communities, CS is a common phenomena in bilingual in which speakers use (L1) and (L2) in distinctive spaces. The term of ‘code-switching’ (CS) means the alternation between languages in an amplified stretch of talk, where the switch happens at sentence or proviso limits. “A code may be a language or a variety or style of a language; the term code mixing stresses hybridization, and the term code switching put emphasis on movement from one language to another” (Humaira 2012).

Bokamba (1989) explains these two concepts as: “Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event”. “Code mixing is the embedding of different linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand.”

To sum up, a code can be defined as a language or a variety or manner of a language; the term code mixing means mixture of the two languages in the same structure, and the term code switching refers shifting from one language to another.

There are some other definitions mostly used in CS researches. One of them is teacher talk. It defined here as the language that teachers use inside the classroom to meet learners’ needs, is very important in the second language classroom. Inside the classroom, the main sources of language input are teacher talk, learner talk and the material used during the lesson. However, the teacher remains the most influential factor and serves as an important model of target language pronunciation, grammar and discourse features in general (Gauci & Grima, 2013).

The second related term is monolingualism. It infers that languages other than the target one ought to be avoided in language showing and learning techniques. This straightforward supposition has been profoundly powerful over an extensive variety of dialect showing establishments and services of instruction around the world (Lee, 2012).

GTM requires translation of target language and mother tongue usage is preferred in the learning environment. It prevents using TL during the conversations. In the course of time, L2 using gained popularity in the name of Direct Method. It excluded L1 usage with a remarkable improvement in the classroom (Lee, 2012).

Bilingualism is the other commonly used word in this study. Despite the fact that CS is obviously a sign of bilingual communities around the world, it has just started to pull in genuine academic consideration in the most recent few decades (Poplack, 2001).

With a very simple definition, a bilingual person is someone who speaks two languages. A multilingual person speaks more than two languages. Multilingualism is a very usual condition since it is the norm for many societies in the world. It is feasible for a person to speak three, four, or even more languages fluently.

Gort (2012) states that code switching is the most unique conduct of bilingual speakers and an imperative segment of the informative skill of capable bilinguals. Torras (1998) also supports that studying bilingual talk from the participants’ point of view requires the analyst to draw a distinction between language alternation and code alternation.

That general standards, as opposed to atomistic limitations, oversee CS is now widely acknowledged, although there is little agreement in the matter of what they are or how they ought to be spoken to. Much momentum exploration expects unquestioningly that the systems for dialect exchanging take after straightforwardly from general standards of (monolingual) linguistic use. Speculations in view of this presumption have a tendency to engage such unique syntactic properties as between constituent connections (e.g., government, case task) and/or dialect particular peculiarities of lexical classes (i.e., subcategorization of linguistic contentions, inalienable morphological features) (Poplack, 2001).

The assumption that bilingual syntax can be clarified by general standards derived from the investigation of monolingual grammar has not yet been substantiated. While formal hypotheses of syntax may record well for monolingual language structure, including that of the monolingual sections in CS talk, there is no confirmation to recommend that the juxtaposition of two languages be clarified in the same way (Poplack, 2001).

2.2. Approaches to Code Switching

“The term code-switching refers to the alternation between two or more languages, dialects, or language registers in the course of discourse between people who have more than one language in common” (Hamidi & Sarem, 2012).

Reyes (2004) classifies CS in two ways. He states “CS varies according to the situation (situational code switching) and within a conversation (metaphorical code switching). Under the metaphorical category, CS varies according to discourse function (e.g., to include or exclude someone from a conversation, to convey intimacy, or to emphasize a message).”

Reyers (2004) also talks about the ages of learners in his study. His study combines the communicative and linguistic competence as sociolinguistic experience. In the first place, regarding the students’ use of CS, it was expected that older learners would use code switches predominantly and for a more prominent scope sociolinguistic functions than younger learners. As such, as bilingual children grow up, they have more linguistic and social experiences, and these experiences increase their knowledge and ability to use their different languages and to apply CS for sociolinguistic objectives. “Code-switching (CS) refers to the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic. This kind of mixing may happen at any level of linguistic structure, however its occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention” (Cummings, 2001). In the scope of these views,

CS usage increases in bilingual children because they have more exposure to the target language in terms of communicative competence (Reyes, 2004).

This research will concentrate on ELT teachers who teach university students at prep class. They use CS according to learners' language levels, not their ages. In this study, we will examine speakers' relationships with other people (sociolinguistic approach), discourse functions (conversational approach) and inter sentential and intra sentential examples (linguistic competence).

2.2.1. Sociolinguistic Approach to Code Switching

Sociolinguistic approach to CS aims to uncover the reasons for the speakers' attempts to change the codes. In the foundation of this point of view, both the underlying motives of interlocutors, and the social factors surrounding these attempts are searched. Gardner & Chloros (2009) identified three factors contributing to the form taken by CS in a specific example. The first group of factors is described as independent of certain speakers and circumstances in varieties within a particular group, such as economic market forces, power relations, and prestige and covert prestige. The second group of factors includes a relationship of speakers with a variety of sub-groups, not only as a single person, but also as a member of these sub-groups. The attachment of the speaker to these sub-groups consists of the speaker's skill in each variety, his/her social networks and relationship, his/her attitudes and ideologies, and his/her self-perception and perception of others. The third group of factors is seen within the conversations where CS occurs. In accordance with this group, CS is crucial conversational property for interlocutors, giving many tools to arrange their discourse. Conversely, monolinguals do not have access to these tools (Gardner, Chloros, p.42-43).

Besides these factors, Rezaeian (2009) listed other factors related with social elements such as gender, age, social class, ethnicity, race, and community size. These factors influence speakers' linguistic behaviours, which compose an individual's heterogeneous language.

2.2.2. Conversational Approach to Code Switching

In the discourse mode, the analysis of CS requires access to the grammars of the contact languages as they are spoken, and spoken language is described by structural variability (Poplack, 2001). For instance, "if the rate and distribution of case-marking of the contentious lone other-language items show quantitative parallels to those of their counterparts in the (unmixed) recipient language, while at the same time differing from relevant patterns in the donor language, the lone other-language items are inferred to be

borrowed, because only the grammar of the recipient language is operative. Providing that they pattern with their counterparts in the (unmixed) donor language, while at the same time differing from the patterning in the unmixed recipient language, the lone other-language items must result from CS” (Poplack, 2001).

Framing their own conceptualization of discourse functions, Ariffin and Rafik Galea (2009) 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.” Their study showed that CS behavior was not arbitrary nor an indication of insufficiency; it is somewhat a relation between the language use and communicative inclination.

Conversational code has a tendency to happen subliminally as the speakers are roused by elements inside the conversation itself when it takes place. In the meantime, situational code switching can be thought as changes in language choice because of the circumstance. Situational switching might take place at work, school, or public gathering where the situation requests for formality of language use (Ibrahim, Shah & Armia, 2013).

2.2.3. Linguistic Approach to Code Switching

With respect to linguistic form, switches can occur between utterances (inter sentential) or within utterances (intra sentential) (Gort, 2012).

Lack of consensus characterizing the discipline is related to various methodological issues. Foremost among them is inability to recognize code changing from different sorts of language mixture, which, notwithstanding likenesses in surface sign, are in a general sense distinctive instruments for languages. The current state of information proposes that borrowing, nonce or established, is the major manifestation of language contact in most bilingual communities. Intra-sentential CS included multiword fragments of two or more languages is also attested in some communities. Accomplishment of consensus on an observationally verifiable characterization of the rules for juxtaposing these fragments within the sentence remains a vital objective for CS research. Fit between theories and data could be enhanced by a more extensive empirical base. This would allow specialists to arrange bilingual conduct concerning the monolingual vernaculars implicated in language mixing, account for the divergent CS strategies evolving in different bilingual communities, and

recognize among incommensurable manifestations of bilingual language contact (Poplack, 2001).

Myers-Scotton (1993) summarized that code switching either inter sentential and intra sentential. While inter sentential code switching includes switches from one language to the other between sentences, intra sentential switching occurs within the same sentence, from single morpheme to clause level. They also present the terms matrix language and embedded language. In code switching, the matrix language is the most dominant language used and the embedded language is the language that holds the lesser role.

Bista (2010) also gives a broader explanation about these terms. “CS can occur within or at the end or beginning of sentences.” In inter sentential code switching, the language switch is done at sentence boundaries. It mostly occurs between fluent bilingual speakers. In intra sentential code switching, the alternation is used in the middle of a sentence with no pauses, interruptions or hesitations. Inter sentential type is seen as mechanical switching. It is used inherently and competes unknown or unavailable terms in a language. Another type of code switching is called “code changing”. It is characterized by fluent intra sentential alternations, transferring focus from one language to another. “It is motivated by situational and stylistic factors and the switch between two languages is conscious and intentional”.

Poplack (1980) also added a typology is called tag/emblematic CS. Tag switching refers to the insertion of an item into a sentence or clause without violating any grammatical rules. This type requires the least competence in L2 compared to the first two and it ranks at the bottom of the typology if it were likened to a scale. It might be due to the fact that tags can be moved freely because they do not have any syntactical constraints. We can see the extent to which each language exists within their boundaries in the following figure.

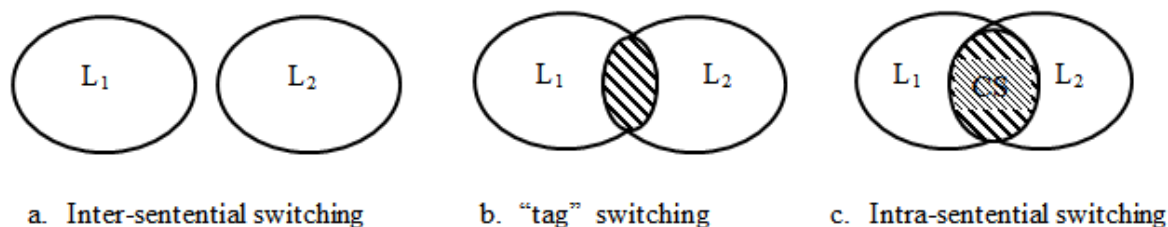


Figure 1. Representation of Bilingual CS Grammars

Representing inter-sentential CS, the separate circles means that there is not any CS within a sentence, but the two different languages occur in different sentences or clauses. The slightly intertwined circles demonstrate the extent to which the effect of the embedded language (target language, L2; English) is restricted within the matrix language (native language, L1; Turkish). The highly intertwined circles show that the intra-sentential CS in which both languages exist within the same sentence. Tag-like switches are at the bottom of the scale. These include interjections, fillers, tags and idiomatic expressions. Tags are isolated words or phrases that are not related syntactically to the rest of the utterance. The occurrence of a tag does not break any grammatical rule either (Alcnauerová, 2013).

In this study, we will focus on generally adopted types by researchers: inter sentential and intra sentential. They will be examined with various examples by different teachers in findings.

2.3. Functions of Code Switching

In ELT classrooms, students use CS with different functions like equivalence, floor holding and reiteration. “Equivalence remains for using equivalents of some lexical items in the target language and code switching to the native language.” Therefore, equivalence function provides students an opportunity to fill in the gaps coming from the linguistic insufficiency in L2. “Floor-holding function is filling the stopgap with the native language use during a conversation in target language.” An alternate function is reiteration that means messages in L2 are repeated by the students' mother tongue so that the student will convey the message intended to be given in the target language by the help of native language (Bilgin, 2013).

Code switching facilitates students' comprehending the rules of L2 by the help of L1. Another function is the affective one that enhances building solidarity and achieving a relaxing learning atmosphere. This may help weaker students because they may need L1 to understand the rules of L2 (Bilgin, 2013).

Educators likewise apply code switching usually automatically and unintentionally in most ELT classrooms. Notwithstanding, it might be useful regarding giving a smooth move between two languages (Bilgin, 2013).

Flyman-Mattsson and Burenhult (1999) also categorized the functions in three ways. The first one is affective function. A common reason for code switching among people who speak one standard language along with another language in a more vernacular style is to use one of the languages for affective functions. They mentioned in other function as socializing

functions. Closely related to affective functions are socializing functions, for example, when the speaker signals friendship and solidarity by using the addressee's native language. This is often directed to people with a lower proficiency in the second language. They presented the last function as repetitive functions. This can be done without using a single word in the target language, but more frequently code-switching is used as a repetition of the previously uttered sentences. Commonly in the repetitive code-switch, the target language precedes the first language.

2.4. Reasons of Code Switching

In foreign language classrooms, alternation between languages in the form of code switching is a commonly observed phenomenon. Different bilingual speakers switch their languages with ease at different points in speech or in writing. People usually switch their code in the course of their daily conversation. Many educated people who are fluent in English as their second language apply CS by inserting English words, phrases or sentences into their communications. Though participants may perform code switching unknowingly, there is certainly a reason that that happens (Bista, 2010).

Code switching occurs when bilinguals of two or more languages use them in the same discourse. There are various reasons why and several manners how EFL teachers apply this strategy in their classroom setting. Different cognitive, instructional, affective, and behavioral aims determine the code switching strategy. Furthermore, it can foster different skills and components of language if the learners give more attention to the tasks. Removing learners' emotional impediments like anxiety, lack of self-confidence and weak self-esteem in language learning is the result of its affective purpose (Farjami, & Asl, 2013). In addition to this, code switching may occur during the teaching and learning process in the classroom to provide the learners comprehension of the instructions and content (Lee, 2010).

Horasan (2014) formed twelve categories based on teachers' CS: "opening, warm-up, instructions, explanation, checking comprehension, translation, timekeeping, praise, elicitation, answering students' questions, and correction."

Horasan (2014) aimed to find the circumstances that CS was employed with its advantages, disadvantages and the characteristics as well as its relationship with exposure. . Furthermore, she found that CS decreased when the exposure to the target language (L2) increased and that the advantages of using CS in a language classroom outweighed the disadvantages. To make it clear, Huang (2008) carried out a study on three classes of different levels. The outcomes demonstrated eight functions of student CS: 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.

While studying the code switching in classroom interactions, we need to document conversational and pedagogical language use in context. We must also learn the specific rules that provide interaction and suitable language use in the classroom setting. For being effective, the study of functions of language in the classroom must concentrate on all the different forms of communication that occur in educational settings. These must include small and large group instruction, teacher interaction with individuals in private and public contexts, peer tutoring sessions, and other child/child interactions. Code switching may occur in none, some, or all of these contexts (Riegelhaupt, 2000).

The real classroom practice might be different although the policy in English language institutions requests that English teachers use solely English in teaching. Teachers might code-switch to other languages for various reasons and functions. Conversational code switching is most likely to occur in comparison with situational code switching since the choice of using other languages in teaching English may exist because of specific factors in the class (Ibrahim, Shah & Armia, 2013).

CHAPTER 3

3. METHODOLOGY

Based upon the discussions presented in Chapter 1 and Chapter 2, this study was designed to gain insight into the research questions. The questions were prepared to find out whether CS is applied in EFL classrooms or not, if they do, how often teachers do it. In addition, we want to explore types of CS teachers refer to and in what situations teachers apply CS, how code switching changes according to lesson and level of students. Lastly, we want to know teachers' beliefs about CS contributions to learning process.

This chapter presents detailed information about the research design, selection of the participants, data collection tools, procedures and data analysis carried out within the current study.

3.1. Research Design

This study aims to uncover whether the teachers use CS in bilingual classrooms. If they do, what types and functions they apply and how frequently they do it. In order to observe this, a qualitative design, meaning that a formal, objective, systematic process where data are utilized to test for research questions for how and in what ways CS are used is adopted to analyze classroom interaction transcriptions. Descriptive research is a study designed to depict the participants accurately. More simply put, descriptive research is all about describing people who take part in the study (Kowalczyk, 2015). Because of this, observational research design, defined as a method of viewing and recording the participants, is used in this study. Observational studies are all about watching people. Naturalistic, also known as field observation, is a study where a researcher observes the subject in its natural environment. Naturalistic observation is unstructured, unsystematic observation of a wide range of behaviors or situations (Kowalczyk, 2015). Together with this, semi structured interview is adopted as another tool in this research since it provides in-depth information pertaining to participants' experiences and viewpoints of a particular topic. A semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored (Bjørnholt & Farstad, 2012).

3.2. Participants

The participants are from Çukurova University, Adana. They are teachers at preparatory school. Six teachers were observed in their classrooms and their lessons were recorded to analyze CS utterances during the lessons. They were also interviewed to gain deeper understanding of the qualitative data. They were asked whether they apply CS during the lesson, why, how and how often they do it. It was aimed to learn about their viewpoints, thoughts and feelings on using CS in the EFL classrooms.

The teachers have experiences in teaching between 9 and 20 years. Their age is between 31 and 45. There are five female and a male teachers. When we look at their educational background, two of them have doctorate degree, and the others have MA degree.

The common materials used in these classrooms were student books, workbook, and worksheets for revision of the subjects. There was a computer-based education. According to skills, reading and grammar were mostly observed in all recorded classes.

Table 1. The Characteristics of Participants

| Participants | Age | Gender | Educational Background | Experience |
|---------------------|------------|---------------|-------------------------------|-------------------|
| T1 | 32 | F | MA /Phd S. | 9 Years |
| T2 | 32 | F | MA /Phd S. | 9 Years |
| T3 | 31 | F | MA/Phd S. | 11 Years |
| T4 | 38 | F | MA | 15 Years |
| T5 | 45 | M | PHD | 20 Years |
| T6 | 37 | F | PHD | 17 Years |

3.3. Instruments

In this research, observation, video recordings and interviews were used as data collection tools. For getting enough data, 294 minutes were recorded from six different classes in total. Following the transcriptions of the video recordings, semi structured interviews were held with six teachers recorded in these classrooms.

3.3.1. Classroom Observation

Observation is the basic technique to have a general idea about actual situation to determine participants' behaviors in educational setting. There were six different classes in two different lessons as Level 1 and Level 3. According to teachers' classes, there were almost 20 students in each class. Students have different language compulsory degree for their department. Students at level one are having 24 hours and students at Level 3, 20 hours of English a week. At the level 1, students are responsible for English level at the rate of 30 % when they begin their department. They are mostly 'Food Engineering Department' students. At level 3, students are responsible for English level at the rate of 100 % when they start their department such as Computer Engineering and English Language Teaching. The main aim for this is to observe how teachers' CS usage changes according to levels of learners. We also joined two lessons of these teachers, Reading and Grammar because we want to see how teachers' CS usage changes according to lessons.

Each of the classes was observed about 40 minutes. During observation, the researcher recorded the teacher's speech in the class. In addition, the researcher took notes on code switching between Turkish and English when it occurred.

3.3.2. Video Recording

Video recording, which is one of the observation techniques, is highly used for having a qualitative data. The primary data were collected of video recordings. Before doing it, a letter of application was sent to Social Sciences Institute to obtain approval, it was guaranteed that these videos remain confidential and videos would not be shared except for thesis and academic publication purposes. The lessons were recorded 294 minutes in total.

3.3.3. Interview

As the current research aims to present teachers' reasons and ways for resorting to CS, semi structured interview is regarded as the best option to discover the participants' perspectives on CS. There are three types of interviews from the most closed to most open. They are structured, semi structured, and unstructured. For a qualitative study, semi structured interview is seen as best choice to understand the viewpoints of the interviewees. In this study, semi structured questions were directed to participants.

Interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. The main task in interviewing is to understand the meaning of what the interviewees say. Interviewing, when

considered as a method for conducting qualitative research, is a technique used to understand the experiences of others. Interviewing differs from other methods of data collection in that it is often more exploratory in nature, and allows for more flexibility. Moreover, a qualitative interview is a research tool and it requires practices and reflection. Beyond the acquisition of interview skills, interviewing is a philosophy of learning. The qualitative researcher's philosophy determines what is important, what is ethical, and the completeness and accuracy of the results (Rubin & Rubin, 1995).

In the teachers' interview questions, (See Appendix 1, page 69) it is firstly aimed to find out whether they switch code or not and if they do, for what purposes they do it. Next, we want to see awareness of teachers' during CS. We also want to learn in what situations they apply CS. Another important question is about lessons and levels of students. With this question, it is aimed to learn whether the usage of CS changes according to Reading and Grammar lessons and students' language capacity. Moreover, we explore CS ways of teachers and which functions they use. Lastly, we ask their opinions about CS for its contribution to learning environment and what they think about changing code in EFL classrooms in general.

3.4. Data Analysis

The data analysis process was designed in two ways. The first stage is observation the classrooms by video recordings. For the data obtained from video recordings, most of the interactions between students and teachers were mainly transcribed. The importance was mostly given the sentences that have elements from both languages done by the teachers. While analyzing the code switching parts, the types and functions the teachers applied were identified. The reasons, the frequency of usage, and the ways of using CS were determined.

In the second stage, a semi-structured interview was applied to the teachers whose classes were recorded. These questions aimed at finding the purpose, intentions and opinions of the teachers. In order to see teachers' CS functions during the lessons, we examined generally focused functions in other studies. The following table shows commonly used functions by five different researchers. We can see frequency of CS listed by researchers.

Table 2. Commonly used CS functions

| Functions of CS | Elridge | Gumperz | Atkinson | Piasecka | Yatağanbaba |
|-------------------------------|----------------|----------------|-----------------|-----------------|--------------------|
| Reiteration | + | + | - | - | + |
| Equivalence | + | + | - | - | + |
| Translation | - | - | - | - | + |
| Checking comprehension | - | - | + | + | + |
| Giving instruction | - | - | + | + | + |
| Grammar review | - | - | + | + | + |
| Correcting mistake | - | - | + | + | + |
| Meta language | + | - | + | + | + |
| Message clarification | - | + | + | - | + |
| Classroom Management | - | - | + | + | + |
| Eliciting Language | - | - | + | + | - |
| Checking exercise | - | - | + | - | + |

As shown in Table 2, CS is used for different kinds of reasons. This table shows the functions of CS identified by researchers. These functions are from Elridge (1996), Gumperz (1982), Atkinson (1987), Piasecka (1988) and Yatağanbaba (2014). Table 2 demonstrates the most frequently used CS functions by researchers. It is obvious that these functions have common usages in CS studies. We also found all these functions in our excerpts and exemplified them in our list.

In addition to them, the researchers have some other CS functions used by teachers in ESL classrooms. In the following Table, it is presented commonly used CS functions by researchers. In this study, we adopted a combination of these items and added some others according to our findings.

Table 3 illustrates different CS functions from these researchers. It represents individually observed functions. There are a variety of usages less or more as listed in the following table.

Table 3. Differently used CS functions

| Elridge | Gumperz | Atkinson | Piasecka | Yatağanbaba |
|----------------------------|-----------------------|----------------------------|------------------------------------|--|
| Floor holding | Quotation | Cooperation among learners | Negotiation of syllabus and lesson | Unofficial Interactions |
| Group membership | Address specification | | Record keeping | Affecting function |
| Conflict control | Interjection | | Scene setting | Changing topic |
| Alignment/ Disalignment | | | | Assigning and checking homework Procedural explanations Correcting pronunciation Signaling a humorous situation Giving information |

As shown in Table 3, each writer has different items for CS usage. We found some of them in our excerpts and added to our list. These are floor holding, conflict control and alignment/disalignment from Elridge (1996), and unofficial interactions, assigning homework, correcting pronunciation, and giving information from Yatağanbaba (2014). From the previous studies, we found 21 CS functions in total in this study.

3.5. Procedures

The study took place during 2014-2015 Spring term in Çukurova University, Adana. The classrooms were observed in The School of Foreign Languages. Three classes are from Level 1 and other three classes are from Level 3. The aim for this is to compare the frequency of using CS between the different classrooms levels. First, it was got permission from the Social Sciences Institute both for the formal procedure and for the consent of the teachers to record their lessons. Grammar and Reading classes of each teacher were observed and recorded in six different classrooms. The purpose here is to compare how the frequency of using CS changes according to the lessons and levels.

The data analysis procedures were designed in two stages. In the first stage, for the data obtained from video recordings, the conversations that include CS were transcribed to analyze utterances of teachers' speech. In the second stage, semi structured interview was applied to the teachers whose lesson were observed. Inductive qualitative content analysis was adopted to analyze the interview data. Firstly, dominant themes emerging from teachers' responses to the interview questions with an explicit focus on the use of CS in English classroom were assessed. Second, the answers were coded in the light of these themes. Third, the results of video recording analyses were combined along with these codes in order to reveal CS contribution in learning process.

CHAPTER 4

4. FINDINGS

4.1. Introduction

In this chapter, the findings of the study are presented in accordance with the research questions of the study. Firstly, the types of CS in the classroom are stated. Secondly, the functions of CS are identified to make the usage of CS more concrete. This part is illustrated by examples from transcriptions. Lastly, the analysis of interview questions answered by teachers is interpreted to see how CS contributes to learning process. The research questions of the current study are:

1. Do teachers apply Code Switching in EFL classrooms?
2. If so, how frequently do they code switch?
3. What are the types of Code Switching teachers refer to?
4. What are the functions of Code Switching teachers refer to?
5. How does the frequency of Code Switching differ according to the lesson, Reading and Grammar?
6. How does the frequency of Code Switching differ according to proficiency levels of students?
7. What are the teachers' beliefs that the use of Code Switching contributes to the learners' language learning?

The data collected for the purpose of analysis of CS used by teachers in an EFL classes show that each teacher applies CS in both types either inter sentential and intra sentential. In the data analysis process, transcribed data were qualitatively and quantitatively examined. Quantitative analysis of the transcriptions revealed that all the teachers applied CS to varying extents.

We examined the utterances of teachers according to English – Turkish speaking counts. We also divided Turkish utterances two: inter sentential and intra sentential. The following tables show frequency of English and Turkish utterances of six teachers according to levels and lessons.

Table 4. Teachers' CS frequency in Reading at Level 1 classes

| Level 1 Reading | Inter sentential | | Intra sentential |
|------------------------|--------------------------|------|-------------------------|
| % | English - Turkish | | |
| T1 | 89,8 | 5,08 | 5,08 |
| T2 | 97,5 | 1,63 | 0,81 |
| T3 | 98,2 | 1,38 | 0,34 |
| \bar{X} | 95,16 | 2,69 | 2,07 |

As shown in Table 4, in Reading class Level 1 teachers mostly expressed themselves in target language. However, they changed the code and spoke in mother tongue in some situations. They made use of inter sentential and intra sentential CS types. They used inter sentential type more than intra sentential. T1 is the most frequent CS user in Reading class. Inter sentential and intra sentential types were equally used by T1 in this lesson. The least CS applier was T3.

Table 5. Teachers' CS frequency in Reading at Level 3 classes

| Level 3 Reading | Inter sentential | | Intra sentential |
|------------------------|--------------------------|------|-------------------------|
| % | English - Turkish | | |
| T4 | 92,4 | 0,90 | 6,64 |
| T5 | 99,3 | 0,67 | 0 |
| T6 | 88,1 | 7,05 | 4,78 |
| \bar{X} | 93,2 | 2,87 | 3,80 |

As illustrated in Table 5, in the reading class Level 3 teachers spoke in L1 mostly during the lesson. They applied both types in this lesson more than as Level 1 teachers do in total. However, when we look at the teachers individually, we see big differences among them. For example, T5 almost never switched code. He just used inter sentential type twice, but he never applied intra sentential CS type. T6 is the most frequent CS user in Reading classes at both levels. While T6 used inter sentential mostly, T4 used intra sentential type the most in both levels for this lesson.

Table 6. Teachers' CS frequency in Grammar at Level 1 classes

| Level 1 Grammar % | Inter sentential | | Intra sentential |
|----------------------|------------------|-------------|------------------|
| | English | Turkish | |
| T1 | 86,5 | 6,41 | 7,05 |
| T2 | 84,4 | 8,56 | 6,94 |
| T3 | 68,4 | 16,43 | 15,06 |
| \bar{X} | 79,7 | 10,4 | 9,68 |

As shown in Table 6, Level 1 teachers applied CS more in Grammar classes. Both types increased when they taught in this lesson. The ratio of types used in Grammar is very close to each other in total. We can conclude that Level 1 teachers use CS in Grammar more frequently than Reading.

Table 7. Teachers' CS frequency in Grammar at Level 3 classes

| Level 3 Grammar % | Inter sentential | | Intra sentential |
|----------------------|------------------|-------------|------------------|
| | English | Turkish | |
| T4 | 99,0 | 0 | 0,99 |
| T5 | 94,4 | 0,37 | 1,48 |
| T6 | 74,2 | 13,9 | 11,7 |
| \bar{X} | 89,2 | 4,75 | 4,72 |

As illustrated in Table 7, T5 and T6 applied CS in Grammar more than Reading as Level 1 teachers do. For this time, while Level 3 teachers used inter sentential type in Reading more, they used intra sentential in Grammar more. In general, they applied CS more in Grammar. Intra sentential usage is slightly higher than inter sentential in Grammar.

In an attempt to estimate the frequency of English and Turkish used by the teachers, a frequency count of utterances in the lesson transcripts was carried out. However, as a limitation of the study, teachers gave some time to students for solving the questions, reading the texts, or thinking about the subject in some lessons. While there might be a long silence in some classes because of the assigning, in some classes might not. Therefore, the span of each lesson was not equal in terms of the interactions. Even so, the frequency analysis was helpful and useful to reach an understanding of interactions although time of the speaking in total might have been shaped by the nature of the activities presented. The following figures

illustrate the CS differences according to lessons; Reading and Grammar and level of students; Level 1 and Level 3.

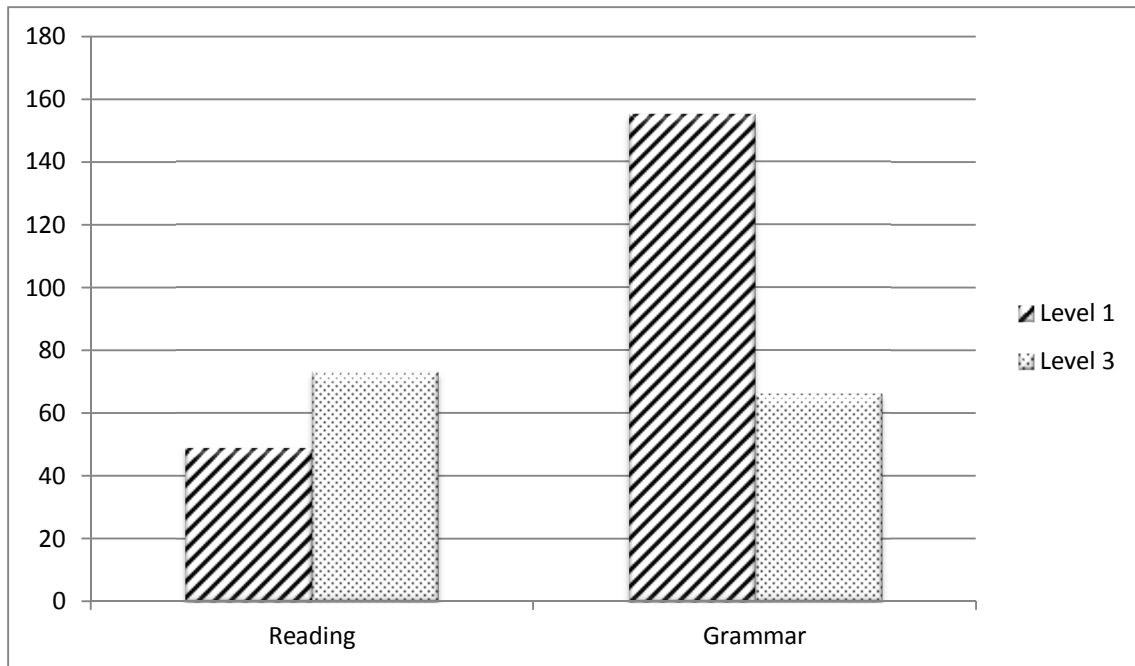


Figure 2. Code Switching usage according to lessons

Figure 2 illustrates the answer to our fifth research question. We can clearly say that the frequency of CS changes according to lesson. While the ratio of using CS is less in Reading, it is much more in Grammar classes in total. Teachers prefer switching code in Grammar more.

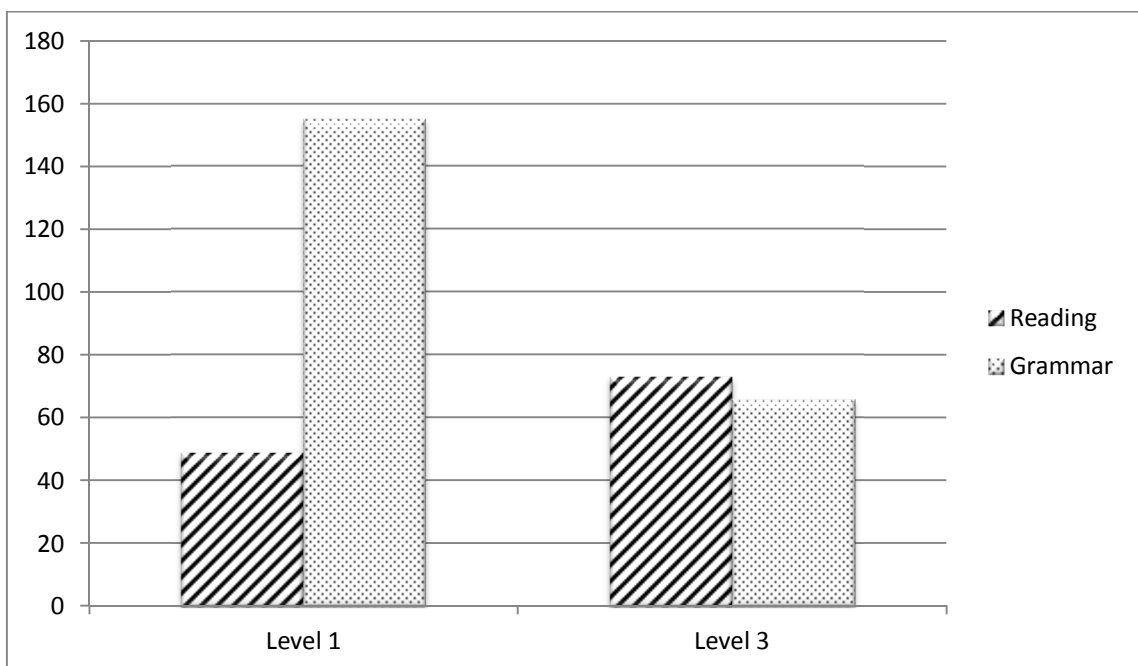


Figure 3. Code Switching usage according to levels

As shown in Figure 3, Level 1 teachers apply CS more than Level 3 teachers do. This figure gives answer our sixth research question. If the level is low, teachers tend to use CS more. They prefer speaking L2 according to their students' levels. As the level is higher, using CS is less, which we can see the difference between two grades in the chart.

4.2. Types of Code Switching in the Classroom

Code switching takes a variety of forms. It can occur within or at the end or beginning of sentences. As to Jingxia (2010), there have been many attempts to give a typological framework to the phenomenon of code switching. One of the most frequently discussed is that given by Poplack (1980). He identified three different types of switching which occurred in her data, namely inter-sentential, intra sentential, and tag switching. For our analysis, tag switching is not considered as a separate type. Poplack(1980) adds it afterwards and it seems very similar to intra sentential type. There is not a serious difference between them. They are both included in the clauses. We discussed the types of CS in two ways: inter sentential and intra sentential.

4.2.1. Inter sentential Code Switching

In inter sentential code switching, the language switch is done at a clause or sentence boundary, where each clause or sentence is in one language or another. This is seen most often between fluent bilingual speakers (Bista, 2010). According to Romaine (1989), inter-sentential switching could be considered as requiring greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages (Jingska, 2010).

In the following example, there is a reading activity and students are answering the exercise.

Excerpt 1

(Teacher is asking the correct answer to the students.)

T2: Next, number 4.

Class: F, G

T2: We said F, we said G.

Class: F, G, B, C

T2: Interesting ideas. We will see. Who said C? Yes, that's correct, but how? *Ama nasıl bi bakalım. Şimdi, (But, how? Let's look at it! Now.)* Listen to me! In one lesson, the students are asked to choose one part of the garden as their personal spot for the entire year.

(During an exercise, she goes on explaining the correct answer in English)

S: I cleaned/had cleaned the house when I got home. It looked great.

T2: I cleaned the house when I got home. It looked great. So, it's not before, you didn't clean before you got home. So, I got home and I cleaned it.

S: They had cleaned *olsa mesela olabilirdi*. (If it was 'they had cleaned', for example, it could be).

T2: Yeah, *eğer şöyle deseydi*: (if she had said so:) when I got home, my husband had already cleaned the house. *Ben eve vardığımda, eşim zaten temizliği yapmıştı. Ama ne diyorum?* (When I got home, my husband had already cleaned the house. But what am I saying?) I cleaned the house when I got home. *Eve geldim, temizlik yaptım*. (I came home, cleaned the house). *Birbiri ardına hemen olmuş*. (They happened sequentially). And it looks great now.

From this excerpt, we can see that teacher speaks two languages between the sentences. After finishing one sentence in English, she goes on with Turkish, and then resorts to English again. Explanation is done with two languages between the clauses.

4.2.2. Intra sentential Code Switching

It takes place within the clause or sentence and is considered to be the more complex form of switching. In intra sentential code switching, the shift is done in the middle of a sentence with no interruptions, hesitations, or pauses indicates a shift (Lipski, 1985). It seems most frequently found in the utterances, though it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundaries (Jingska, 2010). According to Poplack (1980), intra sentential switching may be avoided by all but the most fluent bilinguals.

In following example, students give answers to sentences in 'Fill in the blanks' test. A student use 'the' before the word 'school' and teacher gives the correct answer "empty" and she explains the 'a/n/the' rules in a grammar lesson. This example is from T1 class.

Excerpt 2

S: I got to the school late everyday last week.

T1: Yes, I got to school or to the school.

S: *Bence okul belli değil*. (I think school is not certain).

T1: Home, school, hospital. If they are not specific, you cannot use anything. *İlkinde 'the' kullanma sebebimiz, normalde gelmez ama 'a hospital' artık bahsediyordu*. (In the first, the reason we used 'the', normally it is not used, but 'a hospital' as mentioned before). *İkinci defa olduğu için 'the hospital'*. (Because it was used for the second time). *Buradaysa, (Here)*

go to school or got to school. *Kendi kullanımı budur, hiç ‘go to the school’ demiyoruz, (It is a usage, we do not say ‘go to the school’)* go to school or got to school every day last week.

In Intra sentential type, while explaining the answer, teacher switches to Turkish within the same sentence, but she does not translate the whole sentence. Rather, she inserts the whole sentence into a Turkish sentence and then goes on the sentence in English.

4.3. Functions of Code Switching

The teachers’ use of CS is not always performed consciously; that is to say, the teacher is not aware of the functions and outcomes of the code switching process all the time. Thus, in some situations, it may be seen as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be useful in language learning environments (Sert, 2005). There are numerous appropriate uses of L1 in L2 classrooms recommended by different researches. Although countless suggestions have been made in the literature for possible uses of the mother tongue in the foreign language classroom, only a limited number of rationales have been provided. Thus, as an answer to why rather than when we should use the mother tongue in foreign language (Çelik, 2008).

In Chapter 3, we gave a list of functions by researchers. While analyzing the transcriptions of recorded data, we noticed one more different item and added it to our list. This theme is talking about experience. The findings of this study reveal that teachers use CS for a variety of purposes. The functions we have observed in our data are presented and our findings compared with the functions found by Gumperz (1982), (Elridge (1996), Atkinson (1987), Piasecka (1988), and Yatağanbaba (2014). The functions are listed in the following table and exemplified in each subheading.

Table 8. Frequently observed and used CS functions

| | | |
|---------------------------|-----------------------------|------------------------------|
| 1. Translation | 2. Equivalence | 3. Checking Exercise |
| 4. Making Explanation | 5. Correcting Mistake | 6. Checking Comprehension |
| 7. Checking Pronunciation | 8. Giving Information | 9. Message Clarification |
| 10. Grammar Review | 11. Floor Holding | 12. Reiteration |
| 13. Attracting Attention | 14. Alignment/ Disalignment | 15. Cultural Issues |
| 16. Classroom Routine | 17. Conflict Control | 18. Meta language |
| 19. Classroom Management | 20. Unofficial Expressions | 21. Assigning Homework |
| | | 22. Talking about experience |

Table 8 illustrates functions of CS used in this study. We are going to present our CS functions according to the list. After analyzing the recorded data, we reached 21 commonly used functions (See page 19) and we found one more theme not mentioned in another study before. This is talking about experience, the last item in the list. In total, we have 22 functions in our study. We are going to explain and exemplify each item in this section.

4.3.1. Translation

As a function of CS, translation was mostly used by teachers in this study. While explaining an exercise, giving information, or emphasizing the knowledge, teachers often translated a phrase or a clause. Teacher 5 in the following example explains the usage of ‘get’. While he was giving the rule, he reads the previous sentences in L2 and he translated the sentence with ‘get’, and he continued in TL again.

Excerpt 3

(While giving the rules of usage ‘get’)

T5: We had better go home. It is getting dark. It is becoming dark. *Hava kararıyor. (It is getting dark.)* Right?

In Excerpt 3, teacher reads a sentence and he needs translating the language to provide students a good understanding about usage of ‘get’ in a sentence.

Excerpt 4

T1: Yes, Rıdvan. The second study.

S: Second. Maybe more topics than men talk to other men...

T1: In the first, we said recordings... *İlk çalışmada kayda alındı demiştik. İkinci çalışmada hangi yöntemi kullanmış? Ne yapmıştı? (In the first study, we said recordings. What did he use in the second study?)*

S: Interview

T1: Interview, yes, interview. 1000 women, yes this is the study interview.

In Excerpt 4, despite teacher’s attempts, students cannot give the correct answer because they do not understand the question in fact. When the teacher realizes that she explains the question to them in Turkish by saying “In the first, we said recordings. (‘*İlk çalışmada kayda alındı*’, *demiştik. İkinci çalışmada hangi yöntemi kullanmış? Ne yapmıştı?*”) (In the first study, we said recordings. What did he use in the second study?) It shows that inter-sentential CS might also occur within one turn. Teacher starts the sentence in English; she also continues to speak in Turkish.

4.3.2. Equivalence

Equivalence is used to find the equivalent of the unknown lexicon of the TL in the speakers' first language to overcome the deficiency in language competence in second language. Equivalence is applied when participants do not know the meaning of a word in English (Elridge, 1996).

Excerpt 5

T1: In social situations women use conversation to solve problems and reduce stress while men chat with each other to have a laugh or to swap opinions. Reduce?

Ss: *Azaltmak (Reduce)*

T1: Yes, what is swap?

S: Takas? (*Swap*)

T1: Yes, to change the opinion, to share the opinions, in fact, change the topic, this is the difference between men and women.

Excerpt 6

(While giving the answers in an activity)

T3: They invested money from her husband's grandfather in the business, invest look invest.....in, ok? Invest? *Bir şeye yatırım yapmak, (invest something)* invest money in something, not on. So, they invested the money from her husband's grandfather in the business. True, that's true.

Excerpt 5 and 6 demonstrate that teachers try to convey the meanings of the words. When teachers were not sure about students' knowledge about the word or phrase, they need to code switches after a short pause.

4.3.3. Checking Exercise

During the lesson, there are many exercises, which can be explained in first language for a good understanding of students. In the current study, teachers resorted to CS in many situations. A representative example is as follows:

Excerpt 7

(While solving the exercises)

T3: (Three). Kate tells Wendy that her bus...

Ss: A

T3: Yes, hasn't arrived yet, hasn't, A, yes, hasn't arrived. *Ne dedi orda? (What did she say there?)* Hasn't the bus, it hasn't turned up yet, ok? Turn up: *ortaya çıkması, görünmesi. (turn up, appear)*

During the exercises, teachers generally apply CS to make sure that students understand the subject well. Exercise is a good way for reinforcement. Teacher applies CS to take attention to related part and to give important points in the text. In this excerpt, we also see equivalence, turn up: *ortaya çıkması*. T3 gives Turkish equivalence of a word while explaining exercise. Namely, some functions can include another one. They can be used together. We can observe that functions overlap each other in many excerpts.

Excerpt 8

T1: Be careful so the paragraph starts with a question. What does it say? Has Alice Waters succeeded? Is the Edible Schoolyard model the way forward? So, this is a question. You see the question 1. Is the Edible Schoolyard model the way forward? And in B, we said that the answer would have to be yes. It gives an answer in part B. *B'ye baktığımızda bakın ne yapıyor? Sonunda buna bakılacak olursa cevap, yes, evet olmalı diyor. Bunu soruya gönderme yaparak bildiriyor, değil mi? (When we look at B, what is he doing? If we look at this in the end, the answer would be yes, it says. It notifies by referring to this question, doesn't it?)*

Excerpt 8 shows an explanation of the exercise in native language. Teacher focused on the key point in the paragraph and she wanted her students to pay attention that part in L1.

4.3.4. Making Explanation

Explanation is done when the topic itself is difficult such as scientific issues or when explaining abstract vocabulary. The results acquired from the present study suggested that the teachers resorted to CS to make explanation for a better learning.

Excerpt 9

S: A good dictionary will give information about the register of a word.

T6: Stop here, please. What does it mean, register?

S: Şey hocam, duruma uygun konuşmak (*Well, ma'am, speaking according to situation*)

T6: *Duruma uygun, context, hangi context e uygun olduğunu, hangi kategoriye girebileceğini, hangi bağlamda kullanmanın uygun olduğunu veren bilgi. İyi bir sözlük ancak bunu verir bize. Cep sözlüğü olur mu olmaz. Onun içinde zaten yeterince yer yok. Büyük ingilizce ingilizce karşılıklı büyük sözlüklerde bu tür bilgiler var. Devam et. (Suitable for situation, the information giving which context it is appropriate, in which category it includes, in which context it can be used. A good dictionary can only give it us. Can it be a pocket dictionary? No, it can't. There is not enough place in it. Big English to English dictionaries has this kind of information. Go on.)*

Excerpt 10

S: We often use the Past Continuous with while for two actions happening at the same time.

T2: We can tie up, *While la bağlayabilirim. İki durum oluyor. İkisi de süregelen bir olay. (I can tie up with 'while'. Two situations are happening. Both of them are continuous events.)*

While I was teaching the students, they were listening to me 20 minutes ago. Both actions are happening at the same time. *Her ikisi aynı süreçte devam ediyor. (Both are continuing in the same process.)* And it was a cold night and I was raining I was watching TV in the sitting room.

This function is preferred in many functions, in fact. Many functions include making explanations as well, because teacher resort to CS to tell the situation in the text, make a grammar review, or make clarify unclear things. Excerpt 9 and 10 demonstrate explanation of a word, phrase, and extra information about the subject.

4.3.5. Correcting Mistake

In this study, teachers made use of CS for correcting mistake to give feedback to the students' performances or responses. The following excerpt was chosen by Teacher 6' class. While they were giving answers about a text, students gave a wrong answer, firstly, the teacher reacted in Turkish while saying it was not a correct answer and she gave the right answer by using L1 and L2 to show the answer.

Excerpt 11

T6: Let's talk about the answer quickly. Number 1. All together.

Ss: Specters,

T6: *Hayır. (No.)*

S: Some insects, tarantula

T6: Insects, spiders, *anahtar söcüğüm ne, (What is the key word?) most bir sürü şey sıralamış olabilir, ama nasıl anlıyorum ben bunun insects olduğunu, (It can be many things, but how do I understand this is insect?)* the second were, *takip edin metinden (Follow the text) 1. Paragraf. (1st paragraph)* beyond comparison. What does it mean, beyond comparison?

S: *Ötesinde, kıyaslama (Beyond, comparison)*

T6: *Ötesinde, yani kıyaslayamazsın bile o kadar çok korkuyorum diyor. (Beyond, namely even you cannot compare. I am afraid so much.)* The worst, the worst *olumsuz sıfat, biliyorsun zaten, (negative adjective, you already know it)* superlative, to this day, I would rather see a ghost than a tarantula. The answer spider or tarantula.

Excerpt 11 shows teacher's reaction to wrong answer given by students. She corrects the mistake in native language while taking students' attention to related part in the text to show why they are wrong. In this way, students could notice the correct answer.

4.3.6. Checking Comprehension

This function was applied by teachers as a function of the current research to check, to clarify, to reinforce or to confirm the students about their learning.

Excerpt 12

T3: B. Lisa has been giving talks for Water Aid since April. *Dikkat edin, yani tatile ne zaman çıkacaksın diye bir soru soruyum. Tatile ne zaman çıkacakmış Alice? Şimdi orda January, February, March orda hepsini söylüyor. Ama January'de çıkmayı düşünüyordum ama February'de daha uygun bir şey buldum. Arkadaşlarım March'ta gitmemi önerdi. Ama ben January'de gittim. Hepsini söyleyebilir. Anladınız mı? Be careful. (Be careful! I am asking a question "When will you go for a holiday? When will she go for a holiday?" Now, there, she says all of them, January, February, March but I was thinking to go in January but I found a better thing in February. My friends advised me to go in March. She can say all of them. Have you understood?)*

In Excerpt 12, the teacher used a few strategies while changing the code. She explained the exercise in L1 while giving the correct answer. She also used Alignment and Disalignmnet functions. She changed the code very often between the sentences from English to Turkish and Turkish to English. At last, she checked the comprehension by asking 'Anladınız mı?' (Did you understand?)

Excerpt 13

T1: 3B articles 'the'. In expressions of frequency, we mean once a month, *zamana bakın, sıklık zarflarından bahsederken ancak bu durumda olanlardan (Look at the time, while talking about frequency adverbs, just the ones that are in these conditions)* once a week, twice a year. You can use 'a' with these ones. And for 'the', I saw an old man with a dog. The dog was barking. You see the dog second time. When we talked about second time, we have already mentioned. *Artık burada köpeğin kim olduğunu biliyoruz. Çünkü önce bahsettik artık ikinci kez bahsederken o köpeği ve o kişiyi biliyoruzdur. (Here we know the dog because we mentioned it before. While talking about second time, we already know the person.)* 2. My father opened the door the children are at school.

S: *Bir yerin kapısı. (A door of somewhere).*

T1: *Aynen, bir yerin kapısı neresi olduğunu artık biliyoruz. O kapı sınıfın veya evin ama o kapı bir yere aittir. (Exactly, a door of somewhere, we know where it is. That door belongs to a class or a door).* The children are at school. *(Bildiğimiz belli olan bir şeyden bahsediyorsak 'the' dir. (If we talk about a certain thing we know, it is 'the')).*

In Excerpt 13, teacher wants to be sure that the students understand the subject well. She takes her students' attention to articles in a text, differences between them, asks some questions to check their comprehension, and gives detailed explanation about the subject with some examples.

4.3.7. Checking Pronunciation

Correcting pronunciation is another function, which is observed in this study. Teachers code switch to correct a mispronounced word.

Excerpt 14

T4: For example with the many shops with the name 'lady'. What else?

S: Wi fi (*way fay*)

T4: Yeah, wi fi (*way fay*),

S2: Wi fi (*way fi*) (Students laugh.)

T4: Yeah, they say, wi fi (*way fi*), they say wi fi (*wifi*); wifi (*Wi fay*). Oh my God!

Excerpt 15

(Student pronounced the short form in Turkish alphabet, teacher corrected him for pronunciation this shortening.)

S: For example, formal, informal, literary, old fashioned, taboo, e.t.c

T6: Not, e.t.c. (Turkish pronunciation) it is etc.

S: Etc. when you record new vocabulary, write down this information, too.

In this study, teachers generally preferred second language while correcting students' pronunciation. We just observed two situations as shown in Excerpt 14 and 15. In the first, teacher says wrong pronunciations by users. In the second, teacher repeats wrong pronunciation of student in L1 and corrects them.

4.3.8. Giving Information

Using first language with the purpose of giving information is a prevalent function observed in this study. In the following example, Teacher 2 made use of CS in Turkish to remind the students' previous knowledge about the subject, to state the keywords in the text, and to show the difference between two similar structure (was/were, V2 and used to) in terms of meaning.

Excerpt 16

(T2 gives information about the usage of tenses while explaining the rules in tenses.)

What about the second rule? An action that happened before the past time you are talking about. Past?

Ss: Past continuous, Past perfect

T2: So we have two actions and one of them happened before. so this is Past Perfect tense. What are the examples of it? *Buraya ağırlık olarak hangileri var? (Which ones are frequently there?)* Ok. The spectators told them what had already happened Rosie had also cheated in the New York Marathon where she had taken subway.

S: *Buraya 'used to' gelir mi? (Is 'used to' Ok, for here?)*

T2: No. So 'used to' is used for past habits. *Alışkanlık olması lazım bir dönem boyunca devam eden. Burda bir eylemden bahsediyoruz. (It should be a continuing habit during a period. We are talking about an action.) Mesela, (For example) when I was a child, I used to like potato chips, but now I don't. Ok?*

S: *Hile yapmanın alışkanlık olması mesela? (For example, cheating?)*

T2: Ok, when she was young, you can say, Rosie used to cheat at...

S: *Bir alışkanlık. (A habit)*

T2: Yes, *'gençliğinde çok hile yapardı', derken, yes. (While saying: she was cheating when she was young).* Yes. It was rule.

This function also overlaps other functions since many CS reasons are used to give information to students. In Excerpt 16, teacher gives information about tenses and she clarifies the difference between past tense V2 and 'used to' in L1. She also gives examples and explains the usage in native language.

4.3.9. Message Clarification

There are a couple of instances in the data in which the teachers need to code switch to convey the message in a clear way. The following example was chosen from T3's transcription.

Excerpt 17

S: When we arrived the match started/ had started, we got there just in time and saw the whole match.

T2: Good. *Burası da önemli, (Here is important) just in time and saw the whole match. 'Tam zamanında gittik ve maçı izledik' diyorsa, nedir? Zamanında gittiğini söylüyor. ('We went on time and watched the match', what is it?) The match started, gittik başladı. (We went and it started). 'Biz gitmeden önce başlamıştı', değil. (It is not 'it started before we went'). Sonrası önemli, 'hepsini izleyebildik', diyor. (The following part is important; it says, we watched the whole match). The next one, Number 5. Ladies, any volunteer? Number 5? Şimdi (Now) send sb off bunu füllemeler bölümünde görmüş olmamız lazım. Neydi? (We might have studied it in verbalization) send off? The player was sent off. Oyunun dışına atılmak. kırmızı kart. (Thrown out the play, red card.) He saw the red card. He was giving the red card and he was sent off the match. Baktığımızda buraya (When we look at here) when the referee sent him off...*

S: *O zaman hiç gol atmamış. (So, he didn't score a goal).*

T2: Good Esra, *o zaman ne olucak? (So, what will it be?)*

S: Hadn't scored.

T2: Good. Can you read the whole sentence?

S: The captain hadn't scored any goals when the referee sent him off.

T2: *Good, çünkü hakem onu dışarı attığında hiç gol atmamıştı. Daha öncesinde hiç gol atmamıştı. (When the referee sent him off, he didn't any score. Before that, he didn't score any goal.)*

T2 explains between the lines in a sentence to make it clearer. She makes inference from the context and finds the answer according to the text. She code switches to Turkish in order to make the message clear. By doing so, students come closer to correct answer, make inference from the text and get the message in the sentences.

4.3.10. Grammar Review

Teachers mostly used this kind of function because grammar parts required extra information. For a better comprehension and a good learning, teachers resorted to CS in this section more than the other parts.

Excerpt 18

T2: Look at the sentences. The first sentence: By the time I arrived at the station, the train had already left. Can u tell me the usage of Past Perfect Tense? Do you remember? What is the usage? Where do I need Past Perfect Tense?

S: *Geçmişin geçmişi (Past of the past)*

T2: That might Present Perfect Tense. Presentla bağlantılı olduğunda neyi kullanıyorduk? (*What were we using when it was related to Present?*) Present Perfect Tense. Ama burda (*But here*) so, I have two past events, two things.

I arrived at the station, first and later the train had already left. This is the second event. When I compare this, one of these actions was before the other one. Which one was earlier?

S: The train had already left.

T2: Good. The train had already left. First the train had left and later I arrived at the station. So, you remember this. When I have two actions in the past, one of these actions happens earlier than the other one. In these cases past perfect tense is used . *İki eylemden bir tanesinin daha da geçmişte, diğerinden daha önce olduğunu anlatmak adına hangi tense'e başvuruyorduk? (Which tense were we applying to tell that one is earlier from two actions?)*

Ss: Past Perfect Tense.

T2: Good. This is the Simple Past naturally. What about the second one? They spent their holiday in Italy last year. When do I need Past simple? When do I use Past Simple? Past actions, past events. No relations to the Present and I see that there are some past expressions like last year, two weeks ago, yesterday evening and I'm not comparing in another action. *Karşılaştıracığım başka bir eylem de yok. Direkt geçmişte olmuş bitmiş bir şey. (There is not any other action I will compare. It happened directly in the past).* They spent their several in Italy last year. No problem. Is it clear?

Ss: Yes.

T2: And, look at the last one: I was working on a new project when you called me. So, this is Past Continuous Tense. Actually, this part is Past Continuous, and this is Simple Past. When do I need Past Continuous Tense? Why do I use Past Continuous? Can you explain it?

SS: *Geçmişte süregelmiş, Geçmişte gerçekleşmiş. (It has gone on for a long time, happened in the past).*

T2: Good

S: *Alışılan bir şey. (Something that being accustomed to)*

T1: No, There is continuity.

S: So, 'used to'.

T2: Yes, Let's say you called me at 9.30 pm. I started working on this project at 9.00 and I worked on it until 1 pm. So, when you called me at 9.30, I was in the middle of that action. Right? Is it clear? So when you called me at 9.30 I started working at 9. And, I was supposed to finish at 11. From 9 to 11, I worked on it. So, when you called me, I was working on a new project. *Tam o eylemde diğeri bölünüyor. Sen beni aradığında ben üzerinde çalışıyordum. Bu süreci devam ettiriyor. Sen aradığında da devam etmiş. (The other is interrupted just in that action. When you called me, I was working on it. The process is going on. It continued when you called).* Is it clear the differences between these 3? Ok. So, basically we use Past simple itself but also we can combine with this Past Perfect as in the example 1 and also we can combine with Past Continuous. *Demek (So) Past Tense Past continuous ve (and) Past Perfect kullanabilirim (I can use). Örneklerde o şekilde görüyoruz. (We see in the examples in this way).*

This is one of the most frequently used CS functions by teachers. Excerpt 18 is a long example that includes many explanations about Grammar. T2 explains the differences among tenses by applying CS many times.

4.3.11. Floor Holding

The second purpose of code switching is for floor holding which is a technique used by bilinguals during conversing in the target language to fill in the stopgap with words in native language in order to maintain the fluency of the conversation. Floor holding was used to keep interaction on by T6 in this excerpt.

Excerpt 19

(In a reading activity, students are expected to find the correct heading for each text.)

T6: Lucky to

S: Liable to

T6: *Nerde?* (Where is it?)

S: 4th paragraph

T6: 4th paragraph, 1,2,3,4 5th from the bottom, liable to seat *yani* unseat you? *Yani (namely) for likely to unseat you. Ne demek? Ne demek? (What does it mean? What does it mean?)*

S: *Olası, (likely to)* likely to.

S: *Olası olarak. (Possibly).*

T6: It is possibly, it is very possible for a which chance that something like this habit. Liable to unseat you, yani (*namely*) for likely to unseat you. *Olası. (Liable).*

4.3.12. Reiteration

Instructors use CS to transfer the necessary knowledge to the students to convey clarity. For instance, the teacher code switches from the target language to the native language to clarify the meaning of the instructions. By doing so, she/he stresses the importance of the foreign language content for effective comprehension. However, the tendency of repeating the instruction in the native language may lead to some undesired student behaviors. In other words, when students get used to instructions being translated into their native language, they may lose interest in listening to the former instruction, which will have negative academic consequences, as the students will have limited exposure to the foreign language discourse (Sert, 2005). It is also used for emphasizing and reinforcing a message that has been transmitted firstly in the target language but then students rely on repeating the message in first language to convey to the teacher that the message is understood (Elridge, 1996). Reiteration was for repeating to clarify, emphasize, and reinforce meaning in the following example.

Excerpt 20

T6: What's about the time? What does it mean? Once upon a time?

S: *Bir varmış bir yokmuş, bir zamanlar (Once upon a time)*

T6: *Bir varmış bir yokmuş, bir zamanlar. (Once upon a time)* So, this is the beginning of a story. That's right!

Excerpt 21

T6: A boarding school? What does it happen here?

S: Little match girl.

S: Little match girl? That's right, in the Hans Christian Anderson's story. What is little match girl. Do you remember story?

S: *Kibritçi Kız. (Little match girl)*

T6: *Kibritçi Kız. (Little match girl)* That's right!

S: *Bir Christmas gecesi (A Christmas night)*

T6: Yes, *Bir Christmas gecesi (A Christmas night)*

Excerpt 20 and 21 show that teachers emphasize the meanings of phrases. After teachers ask the meaning of the phrase, students give answer and teacher confirms them by repeating their answers in Turkish.

4.3.13. Attracting Attention

Sometimes students cannot catch the correct information in a text, they cannot see or care attention to the crucial parts in exercises. For this, teachers help them to give importance for relevant parts, necessary items, or concerned information. Excerpt 22 and 23 present CS usages for attracting attention of students.

Excerpt 22

(While filling the gaps in an activity, a student reads the correct answer.)

S: Marsha Guerrero, director of the School Lunch initiative, explains how it all works. This is mainly a teaching garden she says. 3: G: We couldn't possibly produce enough food in this small space to feed all (300) thirty thousand children.

T1: Three hundred, be careful, not thirty thousand. Three hundred children.

S: Children. Nearby farms, therefore also supply food as part of the regular lunches at the school.

T1: *Şurda biraz dikkat edelim. (Let's pay attention here).* Nearby farms, therefore also supply food as part of the regular lunches at the school. So, why do you think about the answer is G?

Excerpt 23

T3: Let's see. Who is economics student? *No no no, tamlama var orda. (There is noun phrase there.) O bir ekonomi öğrencisi. (He is an economics student). Nasıl logistics yazıyoruz ama tekil, onun gibi. (It is like writing logistics but is singular).* Any other questions? Number 6. Let's see. *Yine bak, burda da (the same as here)* we can have a quick breakfast. *Burdaki tamlamalardan önce biz 'a/an' kullanıyoruz. (Before the noun phrases here, we use 'a/ an').* 'She is a beautiful girl', *der gibi. (It is like to say 'She is a beautiful girl').* Ok? I heard a bad news. Ok? All right? Any other? No? All right.

In these excerpts, teachers take students' attention to related part in the text. They also make explanation in Turkish and they go on in this language to show the important points to make them find the correct answer in the text or exercise.

4.3.14. Alignment/ Disalignment

This type of function is applied to change the order by starting in Turkish, turning to English, and turn back to Turkish to adopt and leave a social role.

Excerpt 24

T1: I think you remembered the articles. ‘a/an/the/no article’ and you can complete the sentences. Yes, Fatma, please start.

S: Have you heard this joke? The man with a dog walks in the bar. The man says to the barman can I have a beer and a whisky for my dog.

T1: Ok. Have you heard this joke? You said the man, the. Who is this man? We don’t know.

Ss: A man

T1: *Bir kişiden veya herhangi bir şeyden ilk defa bahsettiğimizde hatırlarsanız ‘a’ dir. Herhangi birisidir bizim için, daha tanımıyoruz. ‘The’ dediğiniz an bu şu demek, şundan önce o adamdan bahsetmişiz, tanıyoruz, biliyoruz. (When we talk about something first time, it is ‘a’ if you remember. Anyone for us, we don’t know. When you say ‘the’, it means that we mentioned it before, we know) Ok? It is the. But, for now, it is the first time ilk defa bahsediyorsun, o yüzden (So, you mention it for the first time) a man with a dog. It is the first time a dog into a bar. We don’t know which bar. It is ‘a’. Now, the second, it is the second time, it is the man says the barman because we know the bar. Artık barı niteledik. O barman o barla ilgilidir. (We described the bar). O yüzden, (therefore) yes, ‘the’, to the barman, Can I have a beer and a whisky? 4. Ok. Dvds from the market cost...*

Excerpt 25

T3: A, C, more than, less than. A or C?

Ss: C

T3: *More than Ne dedi? (What did he say?) They charged more; they charged me more, öyle bir şeyler söyledi. (He said something like that). Kız ne dedi peki? (What did the girl say?) You should be more aggressive, yani ‘daha agresif ol’, belki ‘biraz daha hakkını savun’ demek istedi. (He wanted to say ‘be more aggressive’, maybe ‘stick up for yourself’).*

This function was frequently used by the teachers. In Excerpt 24 and 25, T1 and T3 used this function many times while explaining the text or giving correct answer in the exercise. They changed the languages many times from English to Turkish and Turkish to English to provide a good understanding of the subject.

4.3.15. Cultural Issues

Some words reflect the culture in a society. These cannot be translated into L2 or are not preferred to say them in FL and they are uttered in first language. The following instance is from T4.

Excerpt 25

T4: Can you give me an example a word which reflects culture in English or Turkish?

S: *Çeyiz (Dowry)*

T4: *Çeyiz*, what is *çeyiz*? (*Dowry, what is dowry?*) How does it reflect culture?

S: If someone gets married, they buy new things, new belongings. It is *çeyiz (dowry)*.

T4: Who buys it?

S: Sometimes their families, sometimes them.

T4: Themselves. They buy something and they sometimes buy it beforehand. They start sewing and something they do. What was *nakiş*? (*What was embroidery?*)

S: *Bakayım mı hemen? (May I look it up?)*

T4: Yes, please, look it up...*bakayım*. (Let me see) Decoration, wignette, embroidery.

T4: Embroidery, that's right. Thank you. Embroidery is done, prepared, so that is called '*çeyiz*' (*dowry*). So, what is the culture here? How can you explain culture behind this word? Parents of the bride and the parents of the bridegroom also the *dünür (father in-law and mother in-law)*, any people are involved in *çeyiz (dowry)*. Most of this *çeyiz (dowry)* is a gift. Bride and bridegroom don't have to pay it. Ok. Also, what is culture behind this? *Çeyiz (dowry)* is a notion that one day you will get married, you should prepare it. Right? And also, that is this, the culture saying: *Çeyizi hazır mı? Çeyizin hazır mı? Yaşın geldi.*, (*Is dowry ready? Is your dowry ready? You are at the age of get married.*) So, what is this? We expect our children get married at a certain age. Right? We have preparation for it. This is in our culture. Ok.

Excerpt 25 includes some cultural words peculiar to Turks. They are not well known in target language by learners. T4 prefers saying them in L1 first because she also does not remember their equivalence in native language. Then, she remembers or looks up the dictionaries and says the words in English. Thus, she needs talking in Turkish to compare the cultures, to emphasize Turkish traditions, and to identify stereotyped expressions about marriage.

4.3.16. Classroom Routine

Talking about the classroom routines is generally used in the beginning and at the end of the lesson. It is procedural talk during a class.

Excerpt 26

T1: Yes, your portfolios. You have exam, oral exam on Tuesday.

S: *Perşembe değil mi? (Isn't it Thursday?)*

T1: *Portfoliolarınızı vermezseniz, benim size puan vermem mümkün değil, size daha önce bunu söyledim. (If you don't hand in your portfolios, it is not possible I can give you a mark.) Cuma günü getirmeniz gerekiyordu ki size feedback vereyim, (You were expected to bring them on Friday to get the feedback) feedback dönüşünü Salı günü alabilirsiniz, sınava geliyorsunuz, Achievement günü bana feedback mi vereceksiniz? (You can have the result of feedback on Tuesday; you will come to the exam, will you give your feedback to me on Achievement day?). Ben feedback de vermemişim. Ok, getirseniz de hiç bir şekilde düzenlenmemiş portfolyoya not alırsınız. Hiç düzeltmeden de not veremem gerek çünkü bir şey vermek zorundasınız, Ve 1 haftadır sizinle portfolyoyu konuşuyorum. (I will not have given feedback. Ok. If you do not have the result of feedback, you will get a mark to your unedited portfolios. I have to give a mark because you need to give something. I have told you for a week). Narrative and e mail narrative pazartesi sizin quiziniz var. E mail quizde geçerli değil ama achievementda geçerli. Dün size gönderdim narrative la ilgili, grammar, vocabulary, organization, coherence la ilgili ne varsa, feedbacklerini verdim. Bugün de düzeltilmiş şekilde bana vermeniz gerekiyordu. (Narrative and e mail, narrative, you have an exam. E-mail is not included in quiz but achievement is included. I sent it yesterday anything related to narrative, anything related to grammar, vocabulary, organization, coherence. I gave their feedback. You were expected to bring them in an edited way.)*

In Excerpt 26, teacher tells the students her expectation about exams. She warns them to hand in their assignments on time. She also uses Alignment/Disalignment function because she changes the languages many times. We can mainly observe a classroom routine talk that teacher reminds, alert and forewarn the students for the necessities of the lesson.

4.3.17. Conflict Control

The last function is conflict control, which is used to eliminate any misunderstanding when the accurate meaning of a word is not known in the communication (Alenezi, 2010). Conflict control is applied to create ambiguity while blaming, criticizing, etc. because it is easier in another language (Horasan, 2014).

Excerpt 27

T4: What is oral literature?

S: *Sözlü (Oral).*

T4: Sözlü what? (What is oral?) Literature what is it?

S: *Edebiyat işte (It is literature.)*

T4: What is Sözlü edebiyat (What is oral literature?)

S: *Destan gibi. (Like legend).*

T4: Tales, folks, what was *ninni* in English? (What was lullaby in English?)

S: Lullaby

T4: Lullaby, yes. Thank you. These are oral literature. So, that means you can teach it to next generation.

In this excerpt, teacher explains the term from induction to deduction. She explains ‘oral literature’ by giving examples including it.

4.3.18. Meta Language

It is described as talking about the task, comment, evaluating the subject and grammar explanation. As to Elridge (1996), students prefer performing the task in the TL, but statements about the tasks should be done in MT. In this study, the following excerpt was transcribed by T4.

Excerpt 28

S: *İngilizce tabuları yıkmak nasıl geçiyor hocam, nasıl söylenir? (How is ‘tabuları yıkmak’ said in English?)*

S: Destroy the taboo.

T6: Destroy? *Onun başka deyimsel bir ifadesi vardır, onu bir kontrol edelim. (It should have another saying, let’s check it).*

S: Overcome

T6: Overcome *olabilir, (It might be overcome) overcome taboos.*

S: Break taboo

Excerpt 29

S1: They were always made to get that meal over before doing anything else. Ritüel

S2: *Şey mi acaba hocam? (Is it..err..ma'am?)* We used first of all to race down to the lake...

T6: *Sonra? (Later?)*

S: *Sonra, (later)* without letting the others....

T6: *Asıl orası, değil mi? Ne diyor burda? private rite to perform, benim özel seromonim vardı. Neymiş özel seremonisi? Egemen? Egemen, Beşinci paragrafta, rite to performdan sonraki cümleyi oku, withoutla başlayan. (After a few seconds). Beşinci paragraf, ortalara bak, withoutla başlayan cümle var, okur musun? (Is it there, in fact? Right? What does it say? private rite to perform, I had a private ceremony. What was her private ceremony? Egemen? Egemen, in fifth paragraph, read the sentence starting after rite to perform, starting with without. Fifth paragraph, look at the middles. There is a sentence starting with without. Do you read it?)*

In Excerpt 28, teacher thinks about idiom of a structural phrase and she expresses her idea in native language. In Excerpt 29, students are looking for the key points in the text while they are performing the task. Teacher is skimming the text to find the related part and she shows her students the lines that point the correct answer in the exercise.

4.3.19. Classroom Management

It is applied to keeping students silent, to turn their attention to the lesson, to deal with interaction patters or instruction giving (Horasan, 2014).

Excerpt 30

T6: *Buraya kadar sorunuz yoksa Comprehension bölümüne geçiyoruz. (If you do not have any questions so far, we start Comprehension part.) Sayfa 21 yukarıda (Page 21, above) read the extracts again and answer questions. Aslında önce metni okuyacağız, ondan sonra metne geri döneceğiz. Artık neyin nerde olduğunu gayet iyi biliyoruz. Soruları biriniz okusun yüksek sesle. (In fact, we will read the text, then go back to text. We already know where the things are. Somebody will read the questions, loudly) Who wants to read it?*

S: Sultan.

T6: Sultan? You are very quiet today. *Kısa cevap birkaç kelimeyle üzerinde yapabilirsiniz. (You can give short answers on the questions) You don't need write in formal. Quickly.*

(After a short while)

T6: Ok. What is teasing?

S: Scold

T6: Scold not really, teasing *başka bir şey, şaka yolla kızdırmak ,dalga geçmek*. ‘Make fun of someone’ *diyebiliriz (Teasing is another thing, get somebody angry with joke, we can say ‘make fun of someone’)*.

S: Negative way

T6: Negative way, that’s true.

Now we are going to focus on information under the box. *Sssh. Yoruldunuz biliyorum, azıcık daha toparlayın kendinizi. Hadi bakayım. (Shh, I know you were tired, but come to yourself for a while. Come on)*.

In Excerpt 30, teacher gives some instructions to students during the lesson and warns them to concentrate the subject. She tries to manage classroom setting in native language.

4.3.20. Unofficial Interactions

Unofficial interactions could be described as attempts which are not directly related to the task or lesson. These interactions are composed of the moments when the students interact with each other during group work or the teachers use CS to discuss off-task issues. The teachers made use of CS for this function to talk about extra-pedagogical tasks, such as assigning the students for duty during the break-time or commenting on some parts in an activity which are not relevant to the task demands.

Excerpt 31

T3: Allright. Halit. Haalit. *Nasıl okuyorsun?(How do you pronounce it?)*

S: Halit.

T3: Ok.

(Teacher gives some time students to write.)

T3: Now, look at the text again and write details. You are going to give examples of good conversation topics or write details about the culture. Understand?

S: Yes.

T3: What about you? Finished?

S: *Yazmadım ama söyleyebilirim. (I didn’t write, but I can say.)*

T3: *Aklımda diyorsun hepsi.(You say, all is in my mind.)*

Excerpt 32

T6: *İmza atmayan var mı arkadaşlar? (Is there anybody who has not signed yet?)*

T6: Are you ready?

S: Yes

Excerpt 31 and 32 shows informal conversations. They do not have lesson related dialogues. When teachers give some time to students to do exercises, they speak Turkish to make some small reminders or to ask some information out of the lesson.

4.3.21. Assigning Homework

The use of CS for assigning homework is one of the relevant functions occurring in FL classroom. Following example is from T3.

Excerpt 33

T3: Ok now, I think you should go on with 3A.you have the key. Ok, answer key at the end. So, you can do 2 B on your own. Is that ok? All right. 3A, you can do. 2B, on your own at home. I think we should go on 3A. 2A and 2B are similar. Right? So, we can go on something new. All right. You have ten minutes for this page. Ok? 3A. *2B'yi siz kendiniz yapın, 2A'yi yaptık zaten. 2B'yi kendiniz yapın. Şimdi 3A'dan başlayalım. 3A'yı bitirelim. (Do 2B on your own. We already did 2B. Now, Let's begin with 3A, Let's finish it).*

T3 gives homework to the students before finishing the lesson. T3 announces the homework in English; however, after a couple of seconds, she switches from English to Turkish in order to make sure that the students correctly receive the message. She continues to give details about the assignment in English again.

4.3.22. Talking about Experience

Experience requires somebody's feelings, ideas, and past time events. Speakers express their emotions that are unforgettable memories for them. These experiences can be good or bad memories for people. Whatever they are, they can be expressed in mother tongue better and more fluent. People feel themselves more free and natural. Because of this, they can convey the experiences in L1 in a better way. We found experience theme as an alternative item to other functions. The excerpt is from T6.

Excerpt 34

(While giving answers about a text)

T6: Seven. Why do you think Kahleen Cassidy's used to give the children give a piece of apple?

S: *Mikrop (Bacteria)*

T6: Apple, *son cümle, mikroplara karşı korunması için. (The last sentence is for protection against bacteria,)* Cod liver oil, oil for children for strengthening your immune system. What is immune system?

S: *Bağışıklık sistemi (Immune system)*

T6: Yes, protection of your body.

S: *Hocam, ben vejetaryanım. (Ma'am. I am vegetarian).*

T6: The taste is disgusting that's why her mother used to give a piece of apple. *Yani çok kötü olduğu için tadı apple veriyor, bakterileri öldürdüğü için değil. (Because it tastes awful, she gives apple, not killing the bacteria)*

S: *Hocam çok kilo yapıyor balık yağı. (Ma'am, cod liver oil causes weight.)*

T6: *Hayır, ben katılmıyorum, ben kendi çocuğuma da çok kullandım ve 6 aylık doğdu, kemoterapi çocuk. 700 gram doğduğunda 3 ay yoğun bakımda kaldı, küvezde yaşama şansı hiç yoktu. Şu anda yaşlılarından çok daha zayıf ama ben balık yağına çok şey borçluyum. (I do not agree with you, I used it to my child, he was born with 6 months chemotherapy child. When he was born with 700 gram, he stayed in intensive care, he had no living chance. Now, he is much thinner than his peers are, but I am very grateful to cod liver oil.)*

In Excerpt 34, T6 firstly allowed her students to speak in MT and she went on the conversation in native language for fluency and relaxed atmosphere in the classroom. She talked about her experience in Turkish, which was related to text. After comments and viewpoints of students about 'cod liver oil', T6 expressed her disagreement because she experienced its benefits at her baby's development.

4.4. Findings from Interviews

In order to analyze the qualitative aspect of the study, six teachers were interviewed. They were the instructors whose lessons were recorded. There were seven questions applied to teachers. The interview has qualitative based questions. This instrument aims to reveal the results of types and functions of CS used by teachers. According to their views, beliefs, and opinions, the interview answers are evaluated. In general, the questions include their point of

views; however, the second and fourth ones are short answered questions. The second question “Do you switch code on purpose or spontaneously?” required choosing one of them or both. It is added to see awareness of teachers on using CS during interaction and to compare which one is preferred more. The fourth question “In which lessons do you apply Code Switching more, Reading or Grammar?” also requires a short answer. It is added to decide in which lessons teachers prefer using CS more. It is prepared to see the frequency of using CS in terms of lesson, and the second part of the same question tries to find out whether the redundancy of CS change according to lesson or not. The other questions try to find out reasons of CS, styles of CS, necessities of CS, and contributions of CS to learning environment.

All of the teachers expressed that they made use of CS from time to time when the first question were asked to them. “Do you code-switch in your classes? Why or why not? (e.g. to facilitate the learning process, to check if the subject has been comprehended, to reduce anxiety and make a relaxing learning atmosphere)” and they explained their reasons of doing this. We can see some responses from teachers to the first question:

T1: I sometimes use it in order to facilitate the learning process, especially to give grammar explanations. Also, I sometimes use it while giving assignments to check comprehension.

T2: Yes I sometimes code-switch in my classes to facilitate the learning process and check understanding.

T5: Yes, sometimes I do. 1) to create rapport, 2) to save time 3) to be more effective in explaining an item of vocabulary or grammar,

In their answers, the instructors indicated that all of them use CS in their classes to some extent. They applied CS for the purpose of creating a relaxing atmosphere, checking comprehension, giving instruction, giving assignment, giving equivalence of a word or phrase, saving time, explaining grammar rules, and in general facilitating the learning process. These answers are mostly preferred reasons by teachers for using CS.

When we examine the second question, we just want to see the way of using CS “Do you switch code on purpose or spontaneously?” The responses of all teachers are in common: both. Only T1 says that she switches code on purpose. The others express that they apply both according to the situation.

T1: On purpose

T2: I mostly code-switch on purpose but there are also times when I find myself speaking Turkish even if I try not to do.

T3: It depends on the situation. I do both.

As can be seen from responses, teachers spontaneously or on purpose switch codes. They focus on the needs of students to use CS. If students have difficulty to grasp the meaning of a word or key points of a subject, teachers resort to CS. In some situations, they are not aware of using CS as T2 mentions above.

Question 3 explores the moment of CS in the learning environment. “What makes you decide to code-switch or not in your lesson?” When we look at their answers, we can say that the teachers switch code for making an explanation, teaching grammar and vocabulary, making clarification, helping for comprehension, and dispelling boredom. Responses are given in the following:

T2: I look at my students' faces and if I see that they are confused, first I try to paraphrase what I have said and make it simpler. Yet if they still look confused and look into my eyes waiting for an explanation, I give up and use Turkish.

T3: It develops at that moment. When I feel the need for clarification, make sure they understand everything not to fall behind, I code switch.

When the teachers' replies are compared to their classroom performances, it is observed that their beliefs and performances are usually consistent with each other. For instance, T2 and T4 used CS when they couldn't get any answers from students. They really tried to find them out the answers with extra explanation, but they had to tell them in MT when they did not see any reactions from students. On the other hand, T3 and T6 express that they apply CS to push their students to speak TL and they persist on that atmosphere by forcing them going on in L2; nevertheless, they need CS for some situations. In their answers instructors indicated that they used CS for the purpose of comprehension of students, clarification of a text or a message in it, explanation of new information and creating a relaxed atmosphere in learning environment.

When the fourth question “In which lessons do you apply Code Switching more, Reading or Grammar? Does the frequency of code switching changes according to the level of the classroom?” was analyzed, the teachers agreed with the same lesson. They all apply CS in Grammar more. In general, they support the idea that level is important in using CS. They adjust the frequency of CS according to level of the classroom. For instance, teachers gave the following responses for this question.

T3: I guess I do it in grammar mostly. It definitely changes according to the level and the nature of the activity/subject.

T5: I'm not sure but maybe grammar.

Yes, the frequency might change according to the level of the classroom.

T6: Definitely grammar

Yes, it does change according to the level of the students. Because their needs are different.

As clearly observed from the explanations, teachers all would rather use CS in Grammar than Reading. The reason is that Grammar needs more explanation and it has more details. When we also look at the transcriptions in video recordings, all the teachers, except T4, used CS in Grammar more. No matter what she says that she prefers Grammar more, she used CS in Reading more in video recording. The reason is that she studied a subject on culture. While we were analyzing functions of CS above, we talked about cultural issues. If there is a subject about culture, there is naturally more need for speaking in MT. Apart from this, all teachers prefer and also apply CS in Grammar more for explanation, presenting new grammar points, and facilitating learning. As a result, we can openly say that CS is used in Grammar more than Reading.

The second part of question is about frequency of CS according to level. Teachers all prefer CS in lower levels. If the students are at a higher level, the amount of Turkish use diminishes. They resorted to CS when they could not give any answers or reactions from students, when students give wrong answers to exercises, and they could not find the correct ones despite all efforts, and when students wanted to know Turkish equivalent of a word. Teachers' responses corroborate their actual classroom practices as well. These explanations are also coherent to transcribed data in their lessons; however, there is only one exception. While T6 was teaching the students at level 3, she used CS more than the other teachers. The classroom had a natural environment, students were expected to talk about their experiences, and they felt more relaxed in Turkish, T5 let them speak in MT and she also joined conversation in L1. Moreover, there were a lot of exercises, new words, and expressions in that lesson, so she needed to explain them in Turkish for a better understanding. Apart from this exception, all the teachers spoke in MT according to level of students. Teachers at L1 classes needed to use CS more than the teachers at L3 classes.

Question 5 "How do you code-switch? (For e.g. filling the stopgaps, for word substitution)" was designed to the teachers' preferences in a more specific manner and to see their ways of using CS. According to interview responses, teachers use CS specifically for clarification of some expressions or key words, giving equivalent of a word, explanation of grammar rules, and continuity of conversation.

T2: It depends sometimes to fill the stopgaps at other times for word substitution. Sometimes I have to switch to Turkish to translate a whole sentence such as an instruction or a grammar explanation...

T5: From word substitution to explaining a grammar point in a long line of sentences, e.g. Present Perfect Tense, for example, to compare how we express Present Perfect Tense in Turkish.

The answers given by instructors state that they have similar and different reasons for applying CS. T1 says she prefers CS for explaining key points. That is mostly true when we analyze her classroom transcriptions, but she also used CS for other reasons; for instance, translation, giving Turkish equivalent, attracting students' attention, and grammar explanations. T6 also confirms her reply. She applies CS in all situations for enabling students to comprehend the topic. Her use of CS for many reasons was found in her transcriptions. As we mentioned before, she used CS the most in this study. T6 does not exemplify the question. He says that he switches code for all possible situations. As to his lesson recording, he does not prefer using first language and he was the least user of CS among all teachers. To sum up, all the teachers apply CS less or more. They have both similar and different ways to do that.

When the sixth question "How does code-switching contribute to learning process?" was asked to the instructors, they all expressed that CS is necessary, useful and helpful for learners in learning environment according to following reasons:

T1: The students understand better and feel more relaxed.

T4: I believe CS facilitates learning. Plus, I think it's natural to switch code. We are not native speakers of English and we can't learn to think like English and American people. However, we can try to understand them. CS helps students realize this fact. They feel pleased that the teacher is trying to help them with the cultural gap and grammar, vocabulary, etc. by using the native language. They feel we are on the same side.

As mentioned above, teachers all agree that CS contribute to learning process. T1 and T2 talk about the mood of students while learning FL. According to them, CS helps learners to diminish their anxiety or stress, to gain self-confidence, and to success accordingly. T3 and T6 believe that it is advantageous if it is not used too much because it might cause passive learning and the teachers should be careful about the amount of it. T4 and T5 are in favor of using CS to learn the language. They believe that it is inevitable in learning process. Generally speaking, teachers feel that CS provides a better comprehension of lesson, a good understanding of subject, and feeling relaxed for learners.

The last question 7 “What do you think about using code switching in EFL classrooms?” aims to find out the viewpoints or ideas of teachers. The following answers show their point of views:

T1: We need it depending on the level and interest of the students and demands of the tasks.

T2: To be honest I am not in favor of using Turkish during EFL classes. However, I have been teaching for nine years now and I must accept especially with low-level students code switching is sometimes a need.

T3: It is inevitable for some subjects and levels, but the less, the better.

T4: In EFL classrooms, I think making the target language dominant or the only means of communication would not be a natural environment to learn a foreign language. In our context, the chances of meeting tourists, foreign friends or neighbors are very low. So, I don't think we should push to hard on students. We should, on the other hand, help them realize that they have the only opportunity to speak and practice their English in the classroom. Out of the classroom, why don't we make the most of this chance to use English for communication and code switch only when it's really needed? Plus, if they can't use English now, how will they teach it when they graduate from ELT department?

T5: Personally, I think code switching must be done cautiously, watching out for its effects on the students.

T6: In my opinion, as long as it is done consciously and in a controlled way, code switching has positive contributions to the teaching and learning process. Furthermore, it should not be a taboo to use the native language, especially in EFL classes. I believe that contrastive techniques and translation methods show significant increase in language awareness. Today we have some subjects in our ELT curriculum that should actually be taught in the native language Turkish. The reason is that the topics covered in the subjects influence how the ELT student is being shaped as tomorrow's teacher. The way the student perceives the theoretical knowledge and information given plays a crucial role. That's why I think that methodology based subjects such as Study Skills and Techniques, Research Methods, Classroom Management and Methodology should involve code switching techniques.

When we analyze the opinions of teachers, they think that CS has benefits if it is not used mostly. According to their beliefs, CS should be applied according to learners' needs, demands of the task, and level of students. Teachers should be cautious while doing it because it can lead students to laziness. It should be done in necessary conditions and L1 shouldn't

precede L2 during the interactions. They admit that they need CS although they do not want in EFL classrooms. They strongly believe that CS is inevitable for low level classes, sometimes it is even used in high level classes. It is applied for a better learning of MT.

To sum up, in the light of the findings acquired from teacher interviews, teachers generally tend to refrain from using any form of the native language during classroom instruction; however, all of them apply CS less or more. Taking all mentioned above into consideration, CS is used in teacher talk discourse in various ways and for different reasons. It seems that teachers use code switching from time to time, particularly when they cannot make themselves understood. While doing this, they try to be careful about level of students. They mostly switch code with low-level students and especially in Grammar. They feel that it might be an effective strategy in various aspects. They intend to make students feel comfortable, willing to learn, understand the topic well, and perform in TL in a good and effective way in the learning process.

This study aims to explain usage of CS in EFL classrooms. For this purpose, we observed six teachers teaching different courses of two levels. We explained and exemplified the types and functions of CS. By doing them, we made use of previous studies and compared our findings with them. After a general review of previous studies, we reached 21 common functions. Reiteration, equivalence, checking comprehension, giving instruction, grammar review, correcting mistake, meta language and classroom management are mostly used functions by the researchers. (See page 19) We found 21 functions of CS in total in this study.

The level of students is very important for CS. Teachers often code-switch when the level of English used in the textbook or to be taught is beyond the learner's ability or when the teachers have exhausted the means to adjust his speech to the learner's level (Hamidi,& Sarem, 2012). However, we observed that teachers could use CS at higher levels in some situations like cultural issues, expressing experiences, or natural conversations.

We also tried to find that teachers' CS is used consciously or spontaneously. To find the answer, we both recorded the lesson and asked teachers this awareness in interview questions in case there might not be in recordings, but might be used in their other lessons, in general. We found a very close result with Sert (2005). According to her, the teachers' use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Thus, in some cases it may be seen as an automatic and unconscious behavior. Nonetheless, either by knowing or not, it necessarily serves some basic functions which may be beneficial in language learning environments (Sert, 2005).

In the analysis of classroom observation, video recording and teachers' interviews, several worthy results were reached. This study suggests that instructors use two types of CS: inter-sentential and intra-sentential as Gort (2012) examined the linguistic forms between utterances or within utterances. While analyzing the data, it was clearly observed that inter-sentential CS is used more than intra-sentential CS. At Level 1 Grammar and Reading, and Level 2 Reading classes, teachers used the earlier one more. It occurred at a clause or sentence boundary where each clause or sentence is in one language or another. However, the three teachers at level 6 used intra-sentential CS more. Poplack (1980) warns about this type because it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundaries. Compared to other studies, for example, Rahimi and Jafari (2011) stated that inter-sentential CS was applied most frequently in their research. Similarly, Jingxia's (2010) study in three EFL classrooms in Chinese universities reported that the teachers used inter-sentential CS pattern more.

When we analyze the functions of CS by teachers, we observed that there are common and different functions applied by them when compared to other researchers' findings. Common ones are listed in the table 2 above. I used reiteration and equivalence in my thesis as Elridge (1996), Gumperz (1982), and Yatağanbaba (2014) mentioned in their list. Other functions like checking comprehension, giving instruction, grammar review, correcting mistake, classroom management are emphasized by Atkinson, Piasecka (1988) and Yatağanbaba (2014). As another function, meta language is taken from Elridge (1996), Atkinson (1987), and Piasecka (1988). Eliciting language is from Atkinson (1987) and Piasecka (1988). Lastly, checking exercise is from Atkinson and Yatağanbaba's (2014) researches. They are all included in this study. On the other hand, there are some different functions used by the researchers as shown in table 3. Conflict control and Alignment/disalignment functions from Elridge (1996), couldn't be seen in other studies, but I could find some examples in my study and added them to my list of functions. In addition, unofficial interactions, assigning and checking homework themes from Yatağanbaba (2014) were found in video recordings and they were listed and exemplified in list of CS functions. From these items, we found 21 functions of CS and added one more item: talking about experience. We have 22 functions of CS in total (See page 28). It contains personal memories and feelings, and telling experience in mother tongue as it provides fluency. Because of this, speakers usually prefer using L1. In this study, especially T6 applied this item frequently as required by content of lesson. When students wanted a permission to tell their stories in

Turkish, T6 let them to do. She also joined conversation in Turkish, and told her experience in L1.

As a general overview, it is not much possible to distinguish the functions from each other. When we analyzed a function, we noticed that it included the other function. That is to say, most of the functions overlap the other one.

CHAPTER 5

5. CONCLUSION

This chapter consists of the implications of the study, evaluation of research questions, and recommendations for further research. This study investigated the occurrences of Turkish in forms of code switching in EFL classrooms from the perspectives of the teachers. In the light of this purpose, two different level classes, L1 and L3 classes were observed and the lessons were recorded using a video camera. In total, 294 minutes of classroom interaction was recorded and the recorded data was analyzed and transcribed in terms of CS usage. The transcribed data was analyzed in categorization of CS types and functions the teachers used according to lessons and levels. Instances where the teachers inserted L1 elements into L2 was regarded as code switching.

5.1. Evaluation of Research Questions

This study aimed to find the answers of seven research questions about using MT in foreign language classrooms. We used three instruments to reach these explanations: observation, video recording and interview with teachers. We evaluated these questions according to the findings obtained from the data.

1. Do teachers apply CS in EFL classrooms?

We could reach the answer of this question by observing the classes. We analyzed the recorded data and transcribed the conversations and they also supported this claim with the responses given in interview. All the teachers applied CS in ESL classrooms in this study. The frequency of using CS shows differences among teachers depending on the activity type, context, and subject. Some activities, lessons, and the mood of the class required CS more. Each teacher employed CS at varying rates.

2. If so, how frequently do they code switch?

In the first question we confirmed teachers' CS while teaching FL in ESL classrooms. We observed six teachers at different levels. We found the CS frequency levels of instructors by observation technique again. We counted the utterances of teachers and we found that each teacher used CS in different frequencies. While some teachers applied CS very often, others preferred using it very less. For example, T5 applied CS 1.26 %, but T6 used CS 18.71 % in total although both of them are L3 teachers, namely the level of the classes are the same.

3. What are the types of code switching teachers refer to?

The widespread accepted types of CS by researchers are inter sentential and intra sentential. We divided CS utterances of instructors to these types and demonstrated the frequency in tables. (See page 23-24) We observed both types in utterances of teachers and gave their examples in Chapter 4. We noticed that inter sentential type was used slightly more than intra sentential in classroom discourses. It provides more fluency speaking and does not require TL proficiency of learners. Teachers switched code to conform to their students' needs and continue the interaction in the classroom.

4. What are the functions of CS teachers refer to?

We analyzed the teachers' functions in classroom discourse. The findings revealed that most of CS attempts were related to course content such as translation, equivalence, giving information, making explanation, grammar review. In addition to them, teachers used CS for other purposes such as unofficial interactions, classroom management, assigning homework. We reached these items by observation technique again and they were also supported by recorded data.

5. How does the frequency of code Switching differ according to the lesson, Reading and Grammar?

The frequency of CS changes according to lesson. We counted the utterances of teachers in Reading and Grammar classes. We observed these two lessons of the teachers and showed the frequencies in tables. (see page...) L1 teachers showed a balanced increasing between Reading and Grammar; all of them used CS in Grammar more. However, we could not see this balance at L3 teachers' classes. For example, T4 needed to use CS in Reading class more because her lesson includes culture context. In her interview, T5 expresses that she applies CS in Grammar more. So, this lesson might be an exception due to its content. Nevertheless, T5 and T6 showed the balance by using CS in Grammar more. We can conclude that teachers prefer using CS in Grammar more than in Reading because it requires more explanation and includes new and detailed information.

6. How does the frequency of code switching differ according to proficiency levels of students?

All teachers agree that they change the code at low-level classes more. They used CS as a matter of better communication. Whenever the teachers felt that students did not get the meaning across, in some cases when the instructors could not find a suitable word to make

themselves understood, they used CS. Whenever there was a mistake/error in the speech of one of the students, teacher applied CS to make sure for a real understanding of the subject. Generally speaking, the teachers applied CS to facilitate language learning, to provide students with a more relaxing learning atmosphere since students seem to feel more comfortable when they encounter familiar words in native language within the target language context. Inclusion of native language in the teaching process provides students with a more comfortable learning atmosphere and reduces affective filter by removing anxiety that prevents interaction in language learning. Students are more actively involved in learning since the feeling of familiarity provided by code-switching increases their motivation. They used CS as a helping tool of learning FL.

These situations were experienced by all the instructors. After observation and analyzing the videos, we reached the result that teachers used CS at low level classes. They also expressed their level preferences in the interview. All of them stated that they had to feel using mother tongue at low-level classes. Since they were understood by high level students better, they did not feel any switching code in those classes. However, we noticed an exception in T6 class. She used CS more than L1 teachers. The content of the subject, the mood of the class, and the expectation of students played an important role in teacher's CS.

7. What are the teachers' beliefs that the use of CS contribute to the learners' language learning?

The last question was investigated by asking the instructors' opinions about contribution of CS in FL classrooms. We obtained a common view from teachers via semi structured interview. They all agreed upon the necessity of CS, but they warned about the amount of it. If CS is exaggerated by users, it can hinder an effective foreign language learning. Since teachers are role models for learners, students start to imitate and it might become a habit or routine, so it leads to laziness. The crucial point they emphasized was quantity of CS. They think if it is done too often and unnecessarily, it affects the learning process negatively, but they do not think it is detrimental when teachers apply it cautiously. They mean that the need of CS depends on the level and interest of the students and demands of the tasks. It is inevitable for some subjects and levels, but the less, the better. CS can even be a helping tool. The students understand better and feel more relaxed, it helps the students feel themselves safe and overcome their anxiety. As a result, as long as it is done consciously and in a controlled way, code switching has positive contributions to the teaching and learning process.

5.2. Implications of Study

This study confirms previous studies and supports the use of MT is a reality in ESL classrooms. Code switching comes into use in teachers' discourse in university classrooms with every passing day. While some studies oppose using mother tongue in language teaching, some studies sustain CS as a necessary fact for L2. It has been an everlasting issue discussed by researchers.

Humaira (2012) explains a natural inclusion of CS in bilingual societies and not easily accepted by monolingual societies. As to her, term of 'code mixing' and 'code switching' is an ordinary phenomenon in the area of bilingualism. These phenomena occur when bilinguals substitute a word or phrase from one language to another language. Code mixing and code switching are common phenomena in bilingual societies where speakers use their L1 and L2 in different domains. In monolingual communities, people may think that code switching and code mixing is very unnatural. From this point of view, people used to think about code mixing and code switching negatively. However, it is inevitable to notice that people usually switch and mix their languages in bilingual and/or multilingual societies. These opinions might make bilinguals feel they have a lack of both languages and they are not included in both cultures either. However, code mixing and code switching may influence bilinguals' languages positively. CS is found when the instructors switch from the target language to English in order to maintain classroom order, to create solidarity or empathy, to cover lack of experience or strategies, to rephrase or modify their speech. Skiba's (1997) findings concerning code switching in language classrooms show that in circumstances where code switching is applied due to an inability of expression, it enables continuity in speech rather than presenting interference in language. In this respect, it could be said that code switching is a supporting element in terms of communicating for information and social interaction purposes, as it is used as a tool for transference of meaning. Moreover, the functions of the teacher's code switching stand as supportive explanations in favour of the phenomenon. Sert (2005) adds that code switching allows the teacher to build a bridge from known to unknown and thus is an important element in language teaching when used effectively.

Elridge (1995) also explains increasing target language in EFL classrooms, but using mother is inevitable. According to him, code switching appears to be a natural and purposeful phenomenon that facilitates both communication and learning. He emphasizes that decreasing mother tongue use in the classroom does not automatically increase the quality and quantity of target language use. That is to say, if we want students to speak more English in the classroom, we should focus on that issue, with all the precision and energy at our disposal.

Debate about how to stop or decrease mother tongue use is in the last instance sterile, simply because it does not actually address the problem (Elridge (1995).

This study proposes the following results:

1. Interaction is carried out in English as much as possible during the lessons.
2. All teachers applies CS whatever the levels of students are.
3. Teachers use CS mostly in Grammar classes as it requires new information and needs more explanation.
4. Instructors make use of both CS types: inter sentential and intra sentential. Inter sentential usage is a little higher than the latter.
5. Teachers have quite various reasons for changing the code in lessons.
6. All the instructors believe that CS contributes to learning process.
7. The amount of using MT should be limited and it should not precede L2.
8. New researchers on this topic can benefit from techniques of this study. Instruments used for the study provided to reach the answers of research questions.
9. The same methods can provide a valid and reliable results to researchers; they can reach similar results, and of course, find additional findings in different educational settings and contexts.
10. From previous researches and in this study we support CS in EFL classrooms; teachers can apply it without hesitation in necessary situations.

5.3. Recommendations for Further Research

This research puts forward a claim that CS usage in ESL classrooms result from a lack of L2 proficiency. CS usage reveals that somebody applies CS as a compensation of this deficiency. In this research, we observed teachers' CS, of course this imperfection is not related to teachers or do not cover their levels. Teachers apply CS for students' lack of L2 competence. Students' levels can show a variety of reasons such as classroom environment, self-confidence, their exposure to TL in education life, content of the subject, extensive curriculum, attitude to TL and motivation to learning.

While CS is a valid argument in teaching English as a second language being taught in a predominantly Turkish speaking country, teachers seem to use code-switching unofficially in their classroom teaching every day (Bensen & Çavuşoğlu, 2013). Teachers feel uncomfortable when they use mother tongue. We strongly support that code switching can carefully be employed by the teachers while teaching a second or foreign language without it preventing students from mastering the target language. On the other hand, we confirm that

CS is inevitable in language teaching, and it reinforces a good comprehension and a better learning. Teachers should not feel uneasy; otherwise, they should be content providing an effective language learning. The admitted issue is that code switching is not necessarily a blockage or deficiency in teaching a language.

In this study, we examined CS according to lesson and students' levels. For future studies on CS, I recommend that researchers can take into consideration the teacher factor as characteristics features. CS usage can change according to gender, age, background education, and experience of teachers.

For future research, I suggest that using transcription software EXMARaLDA (Extensible Markup Language for Discourse Annotation) which was developed at the 'SFB Mehrsprachigkeit' (Research Centre on Multilingualism) in Hamburg as the core architectural component of a database of multilingual spoken discourse "It is a system of concepts, data formats and tools for the computer assisted transcription and annotation of spoken language, and for the construction and analysis of spoken language corpora". It is easily and freely accessible and downloadable from the internet and gives an opportunity for the researchers trying to analyze spoken language in a detailed way (Ataş, 2012). I did not use this transcription software while typing the conversation during a class because I learned it at the end of my study. It was used by Ataş in 2012 in his thesis "Discourse functions of students' and teachers' code-switching in EFL classrooms".

As a result, further studies should be carried out in order to ensure that the present results are valid and reliable. By applying the same methods to different participants in other settings and contexts, the results of the current study could be validated. In this way, the previous results might inspire new research of CS in different ESL environments.

CS attempts of teachers should be investigated further in order to see whether they provide more effective and perennial classroom interactions, which will pave the way for more advanced L2 proficiency for EFL students in the long term. Teachers should realize the power and role of MT in FL learning and benefit from it when it is necessary, but the key point is to apply it carefully. It should not turn it into an obstacle by overusing and teachers should not let it impede the language learning process. In this sense, teachers have a serious responsibility in terms of consciousness by creating meaningful tasks and increasing the use of L2 in EFL classrooms.

We hope that this study provides a glimpse of how code switching is used in foreign language classrooms in a Turkish educational setting and that it provides a framework for further studies of code switching in foreign language classrooms in other settings.

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7. APPENDICES

7.1. Appendix 1: Interview Questions for Teachers

Name:

Age:

Gender:

Teaching Experience:

Educational background:

- 1) Do you code- switch in your classes? Why or why not? (e.g. to facilitate the learning process, to check if the subject has been comprehended, to reduce anxiety and make a relaxing learning atmosphere)
- 2) Do you switch code on purpose or spontaneously?
- 3) What makes you decide to code-switch or not in your lesson?
4. In which lessons do you apply Code Switching more, Reading or Grammar? Does the frequency of code switching changes according to the level of the classroom?
- 5) How do you code- switch? (for e.g. filling the stopgaps, for word substitution)
- 6) How does code- switching contribute to learning process?
- 7) What do you think about using code switching in EFL classrooms?

7.2. Appendix 2: Classroom Transcriptions

T1

Excerpt 1

T: In social situations women use conversation to solve problems and reduce stress while men chat with each other to have a laugh or to swap opinions. Reduce?

Ss: *Azaltmak (Reduce)*

T: Yes, What is swap?

S: *Takas? (Swap?)*

T: Yes, to change the opinion, to share the opinions, in fact, change the topic, this is the difference between men and women.

Excerpt 2

(In a reading passage, while giving answers to questions)

T: How was the research done?

S: Research in this study hundreds of students were..

T: And the other, in the first, there was a recording what about the second study this one? How was the study done? In the second?

S: She also found that women move quickly...

T: Before this, how was the study done? How?

S: *Nasıl? Soruyu anladım da cevabı yapamıyorum. (How? I have understood the question, but I cannot give the answer.)*

T: Yes, Rıdvan. The second study.

S: Second. Maybe more topics than men talk to other men...

T: In the first, we said recordings. *İlk çalışmada kayda alındı demiştik. İkinci çalışmada hangi yöntemi kullanmış? Ne yapmıştı?(In the first, we said recordings, Which method did he use in second study? What did he do?)*

S: Interview

T: Interview yes interview. 1000 women, yes, this is the study interview.

T2

Excerpt 1

(Teacher is asking the correct answer to the students.)

T: Next, number 4.

Class: F,G

T: We said F, we said G.

Class: F, G, B, C

T: Interesting ideas. We will see. Who said C? Yes, that's correct, but how? *Ama nasıl bi bakalım. Şimdi, (But how? Let's look at it. Now). Listen to me!* In one lesson, the students are asked to choose one part of the garden as their personal spot for the entire year.

(She goes on explaining the correct answer in English)

Excerpt 2

(While explaining the rules in tenses)

T: What about the second rule? An action that happened before the past time you are talking about Past?

Ss: Past continuous, Past perfect

T: So, we have two actions and one of them happened before. So, this is Past Perfect Tense . What are the examples of it? *Buraya ağırlık olarak hangileri var? (Which ones are frequently there?)* Ok, happened. The spectators told them what had already happened Rosie had also cheated in the New York Marathon where she had taken subway.

S: *Buraya used to gelir mi? (Is 'used to' Ok, for here?)*

T: No: So 'used to' is used for past habits. *Alışkanlık olması lazım bir dönem boyunca devam eden. Burda bir eylemden bahsediyoruz. (It should be a continuing habit during a period. We are talking about an action.) Mesela, (For example) when I was a child, I used to like potato chips, but now I don't. Ok?*

S: *Hile yapmanın alışkanlık olması mesela? (For example, cheating?)*

T: Ok, when she was young, you can say, Rosie used to cheat at...

S: *Bir alışkanlık. (A habit).*

T: Yes, '*gençliğinde çok hile yapardı*' derken yes. (*While saying, 'she was cheating, when she was young*). Yes. It was rule.

T3

Excerpt 1

T: F. Carlos thinks that business customs are the same in Egypt as they are in the United States.

Ss: F

S: F. In the US, you can't interrupt meeting but in Egypt?

S: yes, in US it is rude, in Egypt it isn't rude.

T: Actually, it says it is common for others to come in the room. *Bak şurda diyor. (Look, here it says.)* In Egypt it is common for others to come in the room and interrupt the meeting. In the United States, important meetings have interruptions and it is rude to interrupt a meeting.

Excerpt 2

T3: Let's see. Who is economics student? No no no, *tamlama var orda. (There is noun phrase there.) O bir ekonomi öğrencisi. (He is an economics student). Nasıl logistics yazıyoruz ama tekil, onun gibi. (It is like writing logistics but is singular).* Any other questions? Number 6. Let's see. Yine bak burda da (the same as here) we can have a quick breakfast. *Burdaki tamlamalardan önce biz 'a/an' kullanıyoruz. (Before the noun phrases here, we use 'a/ an').* 'She is a beautiful girl', *der gibi. (It is like to say 'She is a beautiful girl').* Ok? I heard a bad news. Ok? All right? Any other? No? All right.

T4

Excerpt 1

T: Many meanings in one word. In Turkish you can say in in a sentence but it this language you can say iy in one word. Are there any examples in English like this? A few days ago we talked about an adjective which means that *dürüst, dikkatli* (*honest, careful*) which word was it? *İhtiyatlı* (*cautious*). Do you remember that word? All these meanings in one word: conscientious, *vicdanlı, insafli, dürüst, dikkatli*. (*Scrupulous, fair, honest, careful*)
Coscientious.

T: Which is an isolated language which is not connected to any other languages? Yuchi is not known to be related to any other languages on Earth.

S: *Aynı cümleyi yukarıda da verdi.* (*There was the same sentence above.*)

T: Where?

S: *A' da hocam.* (*It was A.*)

T: *A diyordu zaten. Bu A ve E karışıyor zaten dikkat edelim.* (*It was already A. A and E is sometimes mixed up.*) Languages are not related to any other languages in the world.

Excerpt 2

T: What is oral literature?

S: *Sözlü.* (*Oral*).

T: *Sözlü* what? (*Oral what?*) Literature what is it?

S: *Edebiyat işte.* (*It is literature.*)

T: What is *sözlü edebiyat*? (*What is oral literature?*)

S: *Destan gibi.* (*Like legend*).

T: Tales, folks, what was *ninni* in English? (*What was lullaby in English?*)

S: Lullaby

S: Lullaby, yes. Thank you. These are oral literature. So, that means you can teach it to next generation.

T5

Excerpt 1

T: The Formula after 'get', you use an adjective. You use become. For example, how do you say '*gençleşmek*'? (*How do you say 'get younger'?*) There is a similar word, *gençleşmek* (*get younger*).

S: Become young?

T: You get younger. You know old *yaşlı* (*old*). How do you say *yaşlanmak*? (*How do you say 'get older'?*) Get older, not become old.

Excerpt 2

T: While giving the rules of usage 'get'

We had better go home. It is getting dark. It is becoming dark. *Hava kararıyor.* (*It is getting dark.*) Right? It is getting dark.

T6

Transcription 1

T: After the next with context part, there is an important note in the box. *Böyle bir bilgi var burda beraber okuyalım ya da Muharrem okusun. (There is such kind of knowledge. Let's read it together, or Muharrem can read it.)*

S: *Nerde? Hangisi? (Where? Which one?)*

T: *Kutu, (box) context.*

S: A good dictionary will give information about the register of a word.

T: Stop here please. What does it mean, register?

S: *Şey hocam, duruma uygun konuşmak. (Well, ma'am. Speaking according to situation.)*

T: *Duruma uygun, context, hangi context e uyugun olduğunu, hangi kategoriye girebileceğini, hangi bağlamda kullanmanın uygun olduğunu veren bilgi. İyi bir sözlük ancak bunu verir bize. Cep sözlüğü olur mu olmaz. Onun içinde zaten yeterince yer yok. Büyük İngilizce - İngilizce karşılıklı sözlüklerde bu tür bilgiler var. Devam et. (Suitable for situation, the information giving which context it is appropriate, in which category it includes, in which context it can be used. A good dictionary can only give it us. Can it be a pocket dictionary? No, it can't. There is not enough place in it. Big English to English dictionaries has this kind of information. Go on.*

Transcription 2

T: Number 3 please, when I was a teenager, my friends were always teasing me because of my red hair. Ok. What is teasing?

S: Scold.

T: Scold, not really, teasing *başka bir şey, şaka yolla kızdırmak, dalga geçmek*. Make fun of someone, *diyebiliriz. (Teasing is another thing, get somebody angry with joke, send up someone. We can say 'make fun of someone.)*

S: Negative way

T: Negative way, that's true.