

Functions of Code Switching: A Case Study

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ABSTRACT

This is a case study which aims at delving into finding the reasons for code switching to Turkish, prevalent first language, in ELT classes as perceived by both teachers and students. It also aims at investigating whether there is a correlation between the students' and teachers' reported reasons. The study was conducted at the department of ELT, Eastern Mediterranean University (EMU), in Turkish Republic of Northern Cyprus. In the light of these aims, the study involved 50 Turkish speaking students from the first, second, third and fourth years studying in the bachelor program. In addition, 9 Turkish speaking teachers in the same program have participated to provide the information necessary for the study. Both quantitative and qualitative methods were employed to obtain the data for the study by utilizing a Likert-Scale questionnaire for students and semi-structured interviews for teachers.

The study revealed that students and teachers reported different reasons for code switching to Turkish. By adopting Apple and Muyskn's (2006) model for functions of code switching, these reasons were categorized under different functions.

According to the teachers' feedback in the interviews, they confirmed code switching for 6 functions: expressive, directive, referential, phatic, poetic and linguistic, whereas students reported code switching for 4 functions, based on the questionnaire: expressive, directive, referential, and poetic. By cross-checking the findings gained from the participants, there appeared to be significant consensus among the reasons for which they code switching.

Keywords: code switching, ELT classes, functions of code switching, typology of code switching, positive and negative attitudes.

ÖZ

Bu örnek olay incelemesi, İngiliz Dili Eğitimi Bölümü'ndeki öğretmen ve öğrencilerin anadilleri olan Türkçe'de düzenek değiştirme nedenlerini bulmayı amaçlamaktadır. Bunun yanısıra bu çalışmada öğrenci ve öğretmenlerin sunduğu nedenler arasındaki bağlantı da incelenmiştir. Araştırma, Kuzey Kıbrıs Türk Cumhuriyeti, Doğu Akdeniz Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde yapılmıştır. Bu amaçlar ışığında araştırmaya Lisans programının birinci, ikinci, üçüncü ve dördüncü sınıflarında okuyan ve Türkçe konuşan 50 öğrenci katıldı. Ayrıca, çalışma için gerekli bilgileri almak adına aynı programda olan ve Türkçe konuşan 9 öğretmen de katıldı. Araştırmada gerekli bilgilerin toplanması için Nitel ve Nicel metodlar kullanılmıştır, öğrenciler için Likert tipi anket ve öğretmenler için ise yarı yapılandırılmış görüşme kullanılmıştır.

Araştırma öğrenci ve öğretmenlerin farklı nedenlerden dolayı Türkçe'de 'düzenek değiştirme' yaptığını ortaya koymuştur. Apple ve Muyskn'in (2006) düzenek değiştirme modelinin işlevlerini de ele alırsak, ortaya çıkan sebepleri farklı işlevler altında kategorize edebiliriz.

Görüşmelerde, öğretmenlerin verdiği yanıtlara göre 'düzenek değiştirme'yi 6 sebeple kullanıyorlar; etkilemek, direktif vermek, referans vermek, şiirsel ve dilbilimsel. Öğrenciler ise 4 nedeni rapor etmiştir; etkilemek, direktif vermek, referans vermek ve şiirsel. Katılımcılardan kazanılan fikirleri çapraz kontrol ettiğimizde 'düzenek değiştirme' için çok önemli bir fikir birliğinin ortaya çıktığını görebiliriz.

Anahtar kelimeler: dzenek deęiřtirme, İngiliz Dili Eęitimi Blm sınıfları, dzenek deęiřtirme iřlevleri, dzenek deęiřtirme tipolojisi, pozitif ve negatif tavırlar.

DEDICATION

To the most precious, loving, caring, and tender person in the world... to my everything... for her never affordable giving...

إلى أمي

To my loving brothers Shadi and Ahmad for their encouragement and support throughout my study, and my brother Anas for his priceless financial and spiritual assistance without which I would have never been able to pursue my study

To the innocent people of Syria who passed away during war

To all those who could need my help when I was not available

O Allah! I seek refuge in You from the knowledge which is not beneficial

ACKNOWLEDGMENT

Recite in the name of your Lord who created- (all that exists). Created man from a clot. Read and your Lord is the most Generous- Who taught by pen- Taught man that which he knew not.

(Surat Al-Alaq, 96, Verse, 1-5)

First and above all, I praise Almighty Allah for His numberless graces and for granting me the capabilities and providing the opportunities to proceed successfully.

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LIST OF CONVENTIONS AND ABBREVIATIONS

T	teacher
(1), (2), (3)...	teacher number whose name is obliterated in the interview
[beginning of the overlapped talk
]	end of the overlapped talk
...	long pause
Mmm	long pause with hesitation
Errr	long pause with hesitation
R	the researcher himself
L1	first language/ native language
L2	second language
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
EMU	Eastern Mediterranean University
BA	Bachelor of Arts
MA	Master of Arts

Chapter 1

INTRODUCTION

This chapter introduces each of the following: background of the study, statement of problem, purpose of the study, research questions, and significance of the study.

1.1 Background of the Study

It is commonly acknowledged that the use of two or more languages in the same conversation or utterance occurs in many bilingual or multilingual communities. The term used to describe such occurrences is referred to as *code switching* (Bentahila & Davies, 1992).

Based on the extended body of research on code switching, it is highly agreed that code is the general umbrella term for languages, dialects, styles and registers, according to Wardhaugh (2010). He further adds that the term code refers to any kind of system that two or more people employ for communication.

One of the earliest definitions of code switching belongs to Weinreich (1953) who defined it as switching from one language to another in accordance with appropriate changes in speech situation and described this phenomenon for a bilingual speaker (Redouane, 2005). Similarly, code switching is the alternate use of two or more languages by bilinguals within the same conversation (Milroy & Muysken, 1995). Poplack (1980) defined code switching as “the alternation of two languages within a single discourse, sentence or constituent” (p.49).

In bilingual and multilingual communities, it is often the case that people often code switch from one language to another in their daily conversations. For that reason, linguists around the world (Ayeomoni, 2006; Holmes, 2001; Wardhaugh, 2000; Gardner-Chloros, 1997) consider code switching as a common and inevitable phenomenon in monolingual, bilingual and multilingual communities.

The practice of code switching often mirrors the social or cultural identities of the speakers (Foley, 1997; Myers-Scotton, 1993; Siegel, 1995). Also, switching to a particular language in bilingual discourse can be used to signal an ethnic identity (Kroskrity, 1993; Nishimura, 1995; Woolard, 1989). Others have stated that code switching is a reflection of social tendencies and differences within the same society and language combination (Li Wei, 1998).

Code switching has been investigated based on different functional approaches such as sociolinguistic (Boztepe, 2005), discourse-related (Myers-Scotton, 1989), and conversational (Auer, 1998). The sociolinguistic approach to code switching probes into why people code switch and what social aspects those switches lead to (Gardner & Chloros, 2009). Since the current study is looking into the reasons for which teachers and students resort to Turkish in class, it approaches code switching from a sociolinguistic perspective.

Some reasons why people may code-switch can be: certain notions or concepts are simply better understood and expressed in the other language; speakers may need to fill a linguistic need for a word or an expression; and speakers also use code-

switching as a communicative or social strategy to show speaker involvement, mark group identity, exclude someone, raise one's status etc. Grosjean (2010).

Some consider code switching as the speakers' demonstration of linguistic decay or the unsystematic result of not knowing at least one of the languages involved very well (Apple & Muysken, 1988). On the other hand, others claim that code switching is not necessarily a sign of language deficiency; rather, code switchers are the most competent speakers of the language varieties (Zentella, 1987). A number of researchers on code switching (Shin & Milroy, 2000; Auer, 1998; Li & Milroy, 1995; Myers-Scotton, 1993; Heller, 1992; Gumperz, 1982) advocate that code switching is employed as an additional resource to achieve particular interactional goals with other speakers.

Code switching has been conducted in a variety of contexts: EFL (Olmo-Castillo, 2014), ESL (Auerbach, 1993), and ELT (Amorim, 2012). Cook (2001) supports code switching in classroom by arguing that teacher's ability to use both the target and the first languages creates a learning environment which is 'authentic'. However, Cummins and Swain (1986) contended that achieving progress in the second language is promoted if only one code is employed in the classroom.

Huang (2008), for instance, conducted a study on three classes of different levels. The results revealed eight different functions of student code switching: expressing emotions, avoiding punishment, filling linguistic gap, repeating the same pattern, tattle telling, translating, attracting attention, and turning to the L1 in the existence of native teachers.

Although there are many studies that suggest either avoiding or encouraging L1 use in L2 classrooms, this study does not aim to describe the ideal foreign language environment. The purpose here is to delve into the reasons and functions for which teachers and students in the ELT classes code switch.

1.2 Statement of Problem

This study aims to fill a major gap in the literature written on code switching: namely, the rareness of studies conducted in ELT contexts, specifically Turkish ELT contexts. In fact, based on the researcher's personal observation of ELT classes in the BA level, at the Department of English Language Teaching, EMU, it was noticed that students and teachers code switched occasionally between Turkish and English.

The study aspires to determine why students and teachers code switch to Turkish in an English medium ELT context and whether code switching contributes to the teaching environment and has pedagogical purposes. Further, the study will explore what functions these switches serve.

In alignment with these aims, (a) relevant literature about code switching will be reviewed, (b) a questionnaire will be administered to students studying at the BA program (c) semi-structured interviews will be held with the instructors teaching at the Department of ELT (g) the responses of both teachers and students will be analyzed and cross-checked for correlation, (h) in light of the findings, suggestions will be offered to the ELT teachers, students, and policy makers with regard to use of code switching in ELT classrooms.

1.3 Purpose of the Study

Employing the first language in the teaching of English in classrooms where English is a foreign or second language still maintains its popularity in a variety of contexts until today. Hence, this study aims to examine the reasons for switching between Turkish (the teachers' and students' first language) and English which is the medium of instruction in ELT classrooms.

This study aims at identifying the reasons why teachers and students code switch to Turkish during lessons. The study will identify whether teachers and students code switch to Turkish for the same reasons and whether the use of Turkish in ELT classrooms, where English is the medium of instruction, has any purposeful effects on both teachers and students.

1.4 Research Questions

The reasons for code switching will be studied from the perspectives of both students and teachers. In congruence with the purpose stated above, this study will focus on the issue of code switching by approaching the following research questions:

- 1) What are the reasons for code switching as perceived by students?
- 2) What are the reasons for code switching as perceived by teachers?
- 3) Is there any correlation between the students' and teachers' responses?

1.5 Significance of the Study

The significance of this study lies in the fact that no other studies have been conducted in the same setting and context exploring the same reasons or aims. Due to the increasing interest in the studies of code switching in ELT contexts carried out over the past two decades (Üstünel & Seedhouse, 2005), this study will focus on

code switching in an ELT context in a Northern Cyprus University, which may reinforce research on code switching research in general.

This paper will reveal whether code switching or language alternation in the classroom is counterproductive or not. Overall, investigation of these aims is expected to offer insights to the employment of code switching to English in classrooms where English is a foreign language. It is important to note that despite the large body of research which has been conducted on the same area of code switching, this study is distinctive in itself, representing a local perspective, since it is a case study.

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

The chapter begins with the emergence of the term code switching and then provides an explanation of different controversial terms which have been under intense debate, within the field of study, including code switching itself. Whether code switching and language proficiency have any correlation or not, the chapter offers findings of different studies on this issue. The chapter also takes into account what attitudes and views have been expressed based on a variety of studies in bilingual and multilingual classrooms, respectively. Furtherly touched upon is the several studies conducted on the phenomenon 'code switching' in a variety of contexts generally, and the Turkish context in particular.

The chapter also presents the functions of code switching from conversational and classroom perspectives in bilingual and multilingual contexts, in addition to a brief account of the status of English in Turkey and Northern Cyprus. Further pedagogical implications for language teaching and research on code switching are proposed within the chapter.

2.2 The Origins of Code Switching

Code switching can be traced back to three perspectives; namely: *information theory*, *structural phonology*, and *research on bilingualism*. The founder of the notion of code switching is Jakobson in his co-authored work with Halle and Fant: *Preliminaries to Speech Analysis: The Distinctive Features and their Correlates*

(Jakobson, Fant & Halle 1952). Based on Fries' and Pike's (1949) work on *coexistent phonemic systems* and on Fano's (1950) work on *information theory*, Jakobson (1952) hints on the phenomenon of *code switching*. Fries and Pike (1949) attempt to demonstrate that "two or more phonemic systems may coexist in the speech of a monolingual" (p.29). In a similar vein, the concepts of *phonemic alternation*, and *phonemic alteration*, established by Hoijer (1948), were roughly parallel to code switching. However, none of the previous works refers explicitly to 'code switching'.

Haugen (1953) claimed to be the first to introduce the term 'code switching' as the use of alternate languages in a discourse. However, later, Benson (2001) disputed this claim on the grounds that Haugen discussed code switching basically as language 'interference' and that switching attributes to 'low grade intelligence', i.e. speakers with low proficiency.

More specifically, the first explicit notion of code switching was mentioned in Vogt's work (1954): "Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extra-linguistic" (p.368).

2.3 Operational Terminology

The problematic definition among scholars, regarding code switching, has been clearly stated by a number of researchers investigating code switching in a variety of contexts and approaches. Code switching has been described in different ways and by several researchers, based on the viewpoint of their studies. Accordingly, scholars have adopted different definitions that fit their studies and approaches (Boztepe, 2003; Chan, 2007; van Dulm, 2007). However, the efforts exerted to reach a consensus or a unified terminology were of no avail, inspite of the initiative

‘Network on Code Switching and Language Contact’ which called for this unification (Yletyinen, 2004).

Within the scope of code switching research, the overlapping of terms and the use of the same terms differently by different writers were acknowledged in the introduction of Milroy's and Muysken's (1995) *One Speakers, Two Languages*. Admittedly, based on his research on code switching, Boztepe (2003) maintains that the phenomenon is “plagued by the thorny issue of terminological confusion” (p.4).

Although the “efforts to distinguish code-switching, code-mixing and borrowing are doomed” (Eastman, 1992, p.1), this study will provide different views and explanations concerning the terminologies. These views will show that, irrespective of some similarities, the terminologies do differ from each other based on grammatical structures, social aspects, and different communities. Not only were there differences and overlapping towards the '*vexed definition*' of code switching, but also researchers were controversial on the spelling of this phenomenon. It is not surprising nowadays to see, when reading an academic paper, the following spellings: code switching, code-switching, codeswitching, and CS, which are all valid and acceptable. However, the study will adopt the spelling of “code switching” in the whole research. Also to be noted, it will employ the term "code switching" as a broader term to refer to codes mixing.

2.3.1 Code

Based on the extended body of research on code switching, it is highly agreed that code is the general umbrella term for languages, dialects, styles and registers. As Wardhaugh (2006) stresses, code is “the particular dialect or language that a person

chooses to use on any occasion, a system used for communication between two or more parties” (p.84). He further argues that the term *code* can refer to any kind of system that speakers utilize during communication, which is different from the terms like language, dialect, style, vernacular standard language, pidgin, and creole which tend to carry emotions.

2.3.2 Code Switching

In 2005, a search of the Linguistics and Language Behavior Abstracts database shows that over 1,800 articles were published on the subject of code switching in every branch of linguistics, virtually (Nilep, 2006). One of the earliest definitions of code switching by Hymes (1977) states that code switching is “the alternate use of two or more languages, varieties of a language, or even speech styles” (p.103). Likewise, Grosjean (1982) noted that code switching refers to two languages in the same conversation. A latest definition of code switching is offered by Bullock and Toribio (2009) as the bilinguals' ability to alternate easily between their two languages.

Another prominent definition of code switching is expressed by Myers-Scotton (1988) who claims that code switches are linguistic choices which are “negotiations of personal Rights and Obligations (RO) relative to those of other participants in a talk exchange” (p.178). Her explanation of the rights and obligations lies in understanding the attitudes, current situation, and feelings of the listener. However, on condition that such understanding is achieved, the speaker may initiate his/ her switching of the code. In the final saying, it is important to take into account that code switching is seen as a functionally motivated process rather than a random one (McKay & Hornberger, 2009).

2.3.3 Code Mixing

Prescriptive language supporters, teachers, and even speakers themselves have considered code mixing as negative behavior (Mkilifi, 1978; Gumperz & Hernandez-Chavez, 1972; Haugen, 1969). Many others have regarded code mixing as a sign of laziness or lack of language command. On the contrary, code mixing may be utilized as a strategy of neutrality when the use of a language may suggest a wrong message such as *talking down* to someone or suggesting a rude image, according to Myers-Scotton (1993). Furthermore, code mixing demonstrates a stylistic function, say, signaling the transition to the ridiculous or the sublime (McKay & Hornberger, 2009). In another instance, Meisel (1989) refers to code mixing when the fusion of two grammatical systems occurs, while he describes code switching as a pragmatic skill of selecting the language according to the context, topic, interlocutor, etc. However, it is important to note that code mixing is not a 'free-for-all' or random phenomenon. It is rather a 'rule-governed' or subject-to-grammatical-constraints phenomenon (Poplack & Sankoff, 1988).

2.3.4 Code Switching Versus Code Mixing

Researchers have attempted repeatedly to mark the difference between code switching and code mixing, arguing that these two phenomena are not the same. One clear difference is that switching of languages occurring within the same sentences is referred to as code mixing (Bokamba, 1988; Sridhar & Sridhar, 1980). Code switching, on the other hand, is maintained for the alternation of codes between sentences (Winford, 2003).

The dichotomic terms of code switching and code mixing, in some cases, are used as complementary terms in the sense that code switching and code mixing can be used

interchangeably when any type of alternation occurs (Pandit, 1990, cited by Kovács, 2001). More confusion arises due to the fact that, within the same stretch of discourse, code switching and code mixing often occur. (Hamers & Blanc, 2000). Henceforth, as I have stated before, code switching will be employed to cover code mixing as well.

2.3.5 Code Mixing Versus Borrowing

According to Sridhar and Sridhar (1980), code mixing can be distinguished from code borrowing on the basis of many aspects. First, the term borrowing is defined in terms of foreign loan words or phrases which are not part of the spoken language; these loan words or phrases become later as an integral part of the recipient language (Baker, 2008). Borrowings usually involve restricted single lexical items, whereas code mixing involves different levels of lexical and syntactic structures such as words, phrases, clauses and sentences. Moreover, borrowed words occur in monolingual speakers, but code mixing presupposes a specific degree of bilingual competence. Additionally, code mixers demonstrate creativity in the use of another language; however, borrowings are restricted to a set of expressions. More importantly, code mixing involves every category and constituent type of grammar unlike borrowings which include mostly nouns, a few adjectives and, limitedly, some other categories and are motivated for 'lexical need'. (Sridhar & Sridhar, 1980).

In contrast, Myers-Scotton (1993) does not find such a distinction to be critical, nor does she see both borrowing and code mixing as two distinct processes. On balance, code mixing demonstrates a higher level of linguistic competence and presupposes an ability to integrate grammatical structures from two different language systems.

2.3.6 Code Switching Versus Borrowing

Many researchers have reserved that there is no clear line between code switching and borrowing; the two are in fact on a *diachronic continuum* (Thomason, 2001; Myers-Scotton, 1992; Gardner-Chloros, 1987). Despite that, Gumperz (1982) explains borrowing as the introduction of single word items (lexicons) or idiomatic phrases from one language to another; moreover, these items or phrases integrate into the grammatical system of the borrowing language. Code switching, on the other hand, is the juxtaposition of two varieties which function under two distinct grammatical systems.

In his turn, Sridhar (1978) distinguished borrowing from code switching in that it integrates the linguistic items into the “host system”, as apposed to code switching which does not. Also, Myers-Scotton (1993) contributed another distinction based on the fact borrowing does not essentially involve bilingualism, while *code switching* does. Furthermore, Bouman (1998) notes that *cultural borrowing* is not code switching on the basis that speakers have no other linguistic signs with which to replace the referent in question. Another distinct feature of borrowing, Sapir (1921) accounts, that *borrowing* is a result of historic events that reshaped cultural relations, and it is a natural phenomenon. Nevertheless, Sapir did not specify the kind of *borrowing* he was aiming at.

2.3.7 The Notion of Diglossia

Defining the terminologies related to code switching, it is worth to touch upon diglossic situations. In diglossia, there are two varieties: one has the status of being a high variety (H) and the other is considered a low variety (L). A diglossic situation exists in a society where there are two obvious codes functionally separated. In other

words, one code is used in one setting and in certain circumstances, and the other code is used in totally different setting and circumstances. In the situation of Arabic; for instance, there exists two major varieties: Classical Arabic (H) and several regional colloquial varieties (L). Diglossia seems to be a constant social and linguistic phenomenon in the sense that the two varieties have coexisted for a long period of time (McKay & Hornberger, 2009). Ferguson (1959) defines diglossia as "a relatively stable language situation" which is largely learned by formal education, contrary to code switching, and is used mostly for formal spoken and written purposes but not for a certain sector of the community or during ordinary conversations. One distinct feature between diglossia and code switching is that in diglossic situations, people, when switching from a high variety to a low one or vice versa, are quite aware of the process, whereas in code switching, people appear to be quite unconscious during the whole code switching (McKay & Hornberger, 2009). Situational code switching¹ seems to be similar to diglossia in the sense that the speakers' choice of language is confined by external factors to their own motivations (Blom & Gumperz, 1972).

2.4 The Sociolinguistic Approach to Code Switching

From a sociolinguistic perspective, the investigation of code switching goes beyond the emergences of code switching towards the reasons and functions lying behind its use. In line with the sociolinguistic approach, researchers delved into why people code switch and what social aspects those switches lead to (Gardner & Chloros, 2009). For Myers-Scotton and Ury (1977), the motive for studying what purposes or functions code switching utterances function stems from the following question: why do speakers code switch?

¹ *Situational code switching* will be discussed in a separate section

A great body of literature has been devoted to investigate why speakers tend to use a certain code; what motives cause shifts from one code to another, and why speakers in many cases prefer to use a newly developed code from two other codes by code switching back and forth between the two. Grosjean (2010) reports on the reasons why people code switch: it is because certain concepts or notions can simply be better expressed and understood in the other language; speakers may need also to fill a linguistic gap for an expression or a word.

2.5 Code Switching: A Marker of Membership, Identity, Sociability and Solidarity

It is very often that speakers code switch to another language to signal a group membership and a shared ethnicity with other speakers. This type of switching is in many cases short and is, in the first place, made for social reasons; in other words, switching the code is used to show ethnic identity, solidarity, and to build strong resemblance with addressees.

This short switching is called sometimes tag switching or emblematic switching². It is usually made by adding a linguistic tag or an interjection into another language that indicates an ethnic identity marker. The code switcher here has referred to the tag to mark his/her shared ethnicity as a minority, as their conversation has been previously entirely in English (Holmes, 2013).

For identity marking purposes, speakers may tend to use a particular code or codes to signal a certain kind of identity; for instance, Arabic and Persian to express Islamic

² To be explained in separate sections

identity; Hindi-Urdu to signal a "macho" image in South India (Sridhar, 1978); French or English to express authority, sophistication and modernity, in some parts of the world (Myers-Scotton, 1993a; Sridhar, 1978; Pandit, 1978). Code switching is indeed a strategy by which speakers gain their communicative ends by either violating or building on what are commonly seen as unchanged boundaries (Auer, 1999). Trudgill (2000) expresses "speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention" (p.105). It can be surmised in this respect, that code switching is a tool which creates linguistic solidarity, particularly between individuals whose ethno-cultural identity is in common.

Speakers utilize different language varieties to express, not only solidarity with their interlocutors, but also social distance from them, according to *Accommodation Theory*. The theory also claims that speakers may adapt their language use and vary it strategically as a tool to communicate in different environments (Mesthrie et al, 2000).

Sometimes, when speakers code switch, they wish to signal their memberships, rather than overcoming language difficulties, in the communities where both languages are spoken; in other words, code switching is symbolic of "dual membership (Lüdi, 1992). The choice of code reflects how people want to appear to others; that is to say, how they want others to view them and/ or how they want to express their identity. Normally, speakers tend to pursue accommodating themselves to the expectations which others have of them when they speak (Wardhaugh, 2006). Others (De Houwer, 2009; Baker, 2006; Myers-Scotton, 1993; Seligson, 1980) view

code switching a natural language change which occurs due to the non-stopping cultural, political, and social assimilations or shifts in the world.

In certain cases, individuals find themselves in need to sacrifice their behavior in order to gain others' social approval; say, to converge with others. However, people may tend to diverge their behavior to exclude or dissimilate themselves away from others' behavior (Wardhaugh, 2006).

Nevertheless, Le page (1997) views adapting to the style of others is a matter of creating our own identity, rather than assimilating to others; in other words, we adapt to the image that we have of ourselves in relation to others. More interestingly, Finlayson et al. (1998) argue that when code switching in a conversation, speakers can have access to different identities, establish a common ground, and show openness and flexibility. On balance, code switching is seen as a conversational strategy that people employ in order to build or ruin group boundaries and to create or bring about interpersonal relations among them.

All in all, code switching is viewed as a very crucial social skill. We are often judged by the code we choose to use on a specific occasion. Our interlocutors have distinguishing feelings towards different codes. They may have preconceived impressions and may find some accents 'unappealing', others 'pleasant', some styles 'tough', and so on. People's use of one code rather than another, notwithstanding that all speakers do not share the same code, may closely be related to certain social situations (Wardhaugh, 2006).

2.6 Code Switching and its Relatedness to Language Proficiency

Competence of one variety of a language, be it a dialect, register, style, appears to be a highly rare phenomenon. The majority of speakers have the command of different varieties of the language that they speak. Further, bilingualism and even multilingualism are considered as the norm of many speakers all over the world (Wardhaugh, 2006). Many researchers, such as Myers-Scotton (1993) and Auer and Poplack (1988), have conducted insightful research on the topic of code switching as a discourse strategy employed by multilingual speakers whose proficiency skills are high in both languages involved. Montes-Alcalá (2001) believes that for an individual to code switch, they must be proficient in both languages.

Speakers who intra-sententially code switch have a high level of bilingual proficiency since they need to know quite enough of the grammar of both languages in order to be able to produce grammatically correct utterances (Poplack, 1980). Tien and Liu (2006) put forth that students whose proficiency was low considered code switching, in their EFL classes, as helpful towards gaining better comprehension as well as giving classroom procedures. In his recent research, Ataş (2012) concluded that there was no correlation between the students' difference level of proficiency and their use of code switching. As a matter of fact, advanced learners and competent bilinguals have been reported to employ code switching similarly (Winford, 2003).

Kachru (2009) further argues that there is, by no means, any reason for stigmatizing a variety as far as it is exploited for effective language teaching. Stigmatization of code switching, according to Montes-Alcalá (2001), is attributed to negative aspects such as lack of education, illiteracy, or lack of proficiency in one language or both.

Huang (2008) found a paradoxical correlation between code switching and the degree of exposure to the target language: when exposure to the target language increased, code switching decreased. However, he acknowledged that the advantages of utilizing code switching in classroom outweighed the disadvantages.

2.7 Positive Attitudes to Code Switching in Classroom

According to Qing (2010), teachers' code switching seems to be automatic during their speech in class, and it is inevitable. Macaro (2001), in a similar way, claims that no study has yet showed that excluding the first language improves second language learning. Code switching is a "sign of giftedness" when speakers switch their codes, as viewed by Hughes et al. (2006), since the alternation necessitates skills that switchers must possess in order to be able to switch successfully. Trudgill (1984) views code switching as, not an evidence of poor language learning, rather a sign of very thorough learning. One of the most common reasons why students code switch to their first language in classroom is that their competence of the target language may not be equal to their first language or to their teachers' proficiency in the target language (Simon, 2001).

It has been argued that learners' additional cognitive support may be gained by the use of the first language, which in turn enables them to analyze language more deeply (Storch & Wigglesworth 2003). Simon, (2001) further adds that learners' switching to their first language gives them an opportunity to shelter themselves to a secure zone of language use when their competence cannot meet with the classrooms' linguistic level.

Code switching in classroom has other merits on the affective aspect: it reduces the students' anxiety and enhances the affective environment of learning; moreover, it promotes the incorporation of learners' experiences and life and assists forward a learner-centered curriculum development (Auer, 1993). Cook (2001) demonstrates that code switching is a natural phenomenon in a setting where two languages are common to the speakers; thus, teachers should not discourage code switching in the classroom. Teachers can build a bridge from the "known" (the first language) to the "unknown" (the target language) when switching to the students' first language. Further, meaning can be understood and discussed at earlier stages by the learners (Sert, 2005).

Ahmad (2009) conducted research on a Malaysian English language classroom and the results revealed that teachers' code switching was supported by learners who had a positive attitude towards the use of the first language in classroom, and code switching was perceived as part of the learning success. Another qualitative research carried out on Iranian EFL teachers and learners by Rahimi and Jafari (2011) shows that the use of code switching was considerable in four classrooms. Besides, code switching helped to check and clarify misunderstandings between teachers and learners.

Whether consciously or unconsciously, the teachers' use of code switching is purposeful in delivering information and meaning, as expressed by Sert (2005). In the analysis of his study on code switching, Eldridge (1996), contended that there seems to be *no* relationship between the level of achievement in the target language and use of code switching strategies. In other words, high achieving learners code

switched as regularly as other learners. In this case, the assumption that high competence in the target language correlates to less switching to the native language may not be correct. However, Castellotti and Moore (2002) comment that teachers need to make a conscious decision about when using the first language in the classroom since only can code switching be beneficiary to learners if it is employed deliberately. In that case, code switching can be considered as an effective strategy for teaching.

2.8 Negative Attitudes towards Code Switching in Classroom

One different way of looking at code switching demonstrates that the phenomenon is a sign of "linguistic decay" that results from not knowing well one of the languages involved in communication (Appel & Muysken, 1988). Upon the findings of their studies, many researchers advocated negative impacts of code switching to the first language by EFL teachers concerning their students' second language learning; they further recommended that code switching should be forbidden by teachers in EFL classroom (Ellis, 1984; Cook, 2001; Kannan, 2009). The majority of teachers sees code switching negatively affecting the growth of students specifically in their reading and writing skills and believes it hinders the acquisition of the students' second language (Olmo-castillo, 2014).

Similar attitudes were reported by the majority English department students in a Pakistani university who expressed negative feelings for code switching and that they felt frustrated when their EFL teachers used English and Urdu languages together in classroom (Rukh, 2014). The teachers' use of the target language in classroom is claimed to have a direct correlation to the foreign language achievement (Turnbull & Arnett, 2002). Cook (2002) contends, in another study, that code switching in

multilingual classrooms may cause problems since students do not necessarily share the same native language. However, such negative attitudes underestimate and devalue, on the other hand, the aspects of multilingual behavior. In fact, code switching is quite common in multilingual societies and is often employed by highly proficient speakers in all languages being mixed. Still, since code switching between the students' first language and the language they are learning is a natural development in bilingual contexts where two languages are employed for everyday tasks, we cannot truly claim that students should be taught to switch continually (Trudgill, 1984).

2.9 Typologies of Code Switching

Various attempts have been made in pursuit of investigating the typology of code switching. Classifications then were concluded in terms of '*linguistic features*' of code switching as in Poplack's (1980) and Muysken's (2000) classifications; and '*functional/ interactional features*' as in Blom and Gumperz's (1972) and Auer's (1984, 1998).

The first functional view of code switching was initiated by Gumperz after his work on social dialectology, in India (Gumperz, 1964a, 1964b; Gumperz & Naim 1960). According to the functional features, Blom and Gumperz (1972) were the first to recognize two types of code switching, based on their ethnographic study in a town in Norway. They revealed that the way local people employed the codes was ordered and anticipated. The codes then were identified as *situational code switching* and *metaphorical code switching*. On the other hand, the typologies of code switching according to the linguistic features proposed by Poplack (1980) came from a study that she carried out while investigating the occurrences of code switching with

Spanish-English bilingual Puerto Ricans born in New York City. She was able to identify three types of code switching: intra sentential/intimate switching, inter sentential switching, and tag/emblematic switching.

2.9.1 Functional/ Interactional Typologies of Code Switching

In fact, *situational switching* is a social view of code switching which occurs when there is a change in situation such as a change of the topic, say, chemistry, physics, philosophy; setting, such as court, school, home, etc., and interlocutors who can be friends, teachers, family members, etc. (Chan, 2007). Factors determining situational code switching relate to outside the content of a particular interaction. Such factors can be as power, and status between interlocutors (Auer, 1999). Sometimes; for instance, a group of learners may alternate their language differently when talking in a restaurant as opposed to when they are speaking in class. This is called “situational code switching”. In other words, the social settings restrict the selection of social variables; one kind of code, in a particular setting, may be more appropriate or the same speakers may choose another variety of code in another setting (Blom and Gumperz, 1972). Situational switching can be explained in terms of the change of code which is directly influenced by the context, opposite to metaphorical switching which remains a decision that interlocutors make at a specific time of their conversation.

On the other hand, metaphorical code switching occurs when two codes are used by bilinguals or multilinguals in the same setting. For example, clerks who work in the bank may discuss personal issues with each other in local dialect and transact businesses in the standard dialect. Metaphorical code switching to the bilinguals' desire to identify with a group. In metaphorical code switching, the setting remains

the same, but what may change can be the topics or subject matter of the conversation (Blom & Gumperz, 1972).

2.9.2 Linguistic Typologies of Code Switching

From a linguistic perspective of code switching, Poplack (1980) offers a valid classification of the linguistic functions of code switching which include intra sentential/intimate, inter sentential, and tag/emblematic switching. To begin with, intra sentential switching occurs within the clause or sentence boundary. For example, a switching of this type between Turkish and English could be the following:

I did not do anything because I am *masum* (innocent³)

Noldu kanka, just forget about it (what happened buddy)

Intra sentential code switching is not considered by some researchers as proper *code switching* since they feel that intra sentential switching is *code mixing* (Winford, 2003). On the other hand, inter sentential switching, occurs at the clause or sentence boundary or between speakers turns. For instance:

This is your money. *O zaman görüşürüz* (see you then)

Do not rush in answering your questions please. *Bir kez daha düşün!* (Think twice)

Tag or emblematic switching is confined to “to minimal syntactic restrictions” involving interjections, tags, idiomatic expressions, and single noun switches such as

³ Translation is indicated between brackets

I mean, oh my God! you know, well, etc., without violating the grammatical rules. The following figure given by Poplack (1980, p.614) illustrates clearly how the linguistic typologies of code switching operate within sentences.

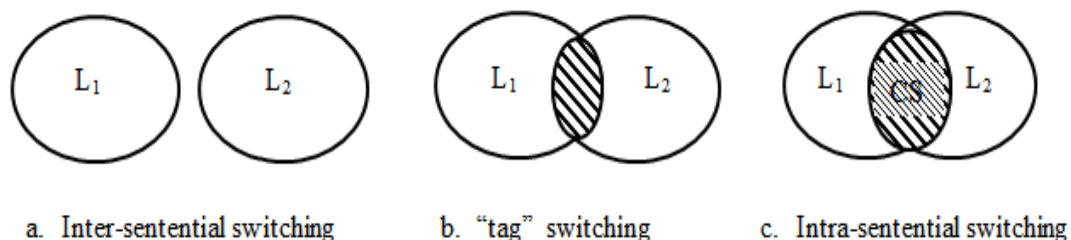


Figure 1

2.10 The Notion of Bilingualism and Multilingualism and their Relatedness to Code Switching

Romaine (1995) elaborates that there are around thirty times as many languages as there are countries in the world. Generally, the presence of bilingualism and/or multilingualism could be found in almost each country in the world. Wei (2000) claims that many reasons can strongly result in the diversity of languages such as politics (acts of colonization, resettlement, federation, etc.); natural disasters (movements of population because of floods, volcanos and starvation); religion (desire to converge into the language of religion); culture (desire to integrate in the culture of other languages); economy (migrating for finding work in other regions); education and technology. Hence, due to this affiliation among people who are bilingual or multilingual, the need to communicate with one another results, in many cases, in code switching, which will be the scope of discussion in this study.

2.11 Studies on Code Switching

Code switching has been quite adequately touched upon and has been the subject area in many master's theses and doctoral dissertations within the context of ELT

(Sert 2005; Yatağanbaba, 2014 Amorim 2012); EFL (Olmo-castillo, 2014; Auguste-Walter, 2011; Jalal, 2010; Jakobsson, 2010; Chan, 2007; Yletyinen, 2004); and ESL (Selamat, 2014; Canagarajah, 1995; Auerbach, 1993). It dominates prominently in the major journals on bilingualism, remarkably *Language and Cognition*, *Bilingualism*, and *The International Journal of Bilingualism*. Code switching has gained attention from diverse fields in anthropology, sociolinguistics, formal linguistics, language teaching, and psycholinguistics. Other journals that have dedicated articles to code switching are *World Englishes* (1989), *Journal of Multilingual and Multicultural Development* (1992). There have been several studies on the attitudes towards code switching from the teachers' and learners' perspectives. Hussein (1999) examines Jordanian University students' attitudes towards code switching to find out when and why students code switch and the most frequent English expressions that they use in Arabic during communication. Besides, in investigating code switching in classroom, Norrish (1997) expresses that teachers have to resort to code switching when the language used in the coursebook or the language to be taught is beyond the learner's knowledge of the language or when the teachers have used up all the means to adjust their speech to their learner's level. Another qualitative research carried out on Iranian EFL teachers and learners by Rahimi and Jafari (2011) shows the use of code switching was considerable in four classrooms; in addition, code switching helped to check and clarify misunderstandings between teachers and learners.

2.11.1 Studies on Code Switching in Turkish Settings

Code switching has been largely investigated in the Turkish settings. A variety of academic papers, covering a wide range of articles, theses and dissertations, were devoted to scrutinize the phenomenon. A very recent research conducted by

Yatağanbaba (2014) aimed at looking into the interactive changes of code switching between teachers and secondary EFL learners in two different secondary private institutions in the cities of Denizli and Adana. The results showed useful functional employment of code switching.

In the same vein, in a study conducted to investigate the amount of code switching, initiation patterns and discourse functions of code switching, Horasan (2014) revealed that student-initiated code switching was higher than teachers; additional results showed several useful functions of code switching.

In another study investigating the acts of code switching by teachers in EFL classrooms in the English Preparatory School of a private university in North Cyprus, results revealed that all of the teachers code switched on a daily basis for different purposes and they all believed that code switching was an effective tool to enhance learning when employed carefully (Bensen & Çavuşoğlu, 2013).

In examining the EFL teachers' attitudes towards code switching in two Turkish universities, Bilgin and Rahimi (2013) expressed that there were some differences and commonalities in the teachers' attitudes towards utilizing code switching in language teaching classes. Üstünel and Seedhouse (2005) in this sense observed code switched utterances of Turkish students and they concluded that learners' language choice was related to their degree of alignment or disalignment with the teacher's pedagogy. On his behalf, Çelik (2003) asserted the usefulness of code switching in introducing new vocabulary as an efficient and effective tool. Similarly, different purposeful functions of code switching were reported in Eldridge's (1996) research

on young learners in a Turkish secondary school. The results revealed that restricting the use of the first language would not necessarily enhance learning, and that switching mostly used in classroom is highly purposeful and related to pedagogical goals.

Analyzing the discourse functions of code switching employed by the teachers and students in EFL classrooms in a Turkish university, Ataş (2012) concluded the usefulness of code switching in classroom for educational and social purposes. He further observed that the students' level and the amount of code switching was irrelative.

2.12 Functions of Code Switching

2.12.1 Conversational Functions of Code Switching

On the basis of previous research studies conducted on code switching, numerous conversational functions have been unveiled. For example, Gumperz (1982) proposes a number of distinctive conversational functions which are as follows: message qualification, quotations, addressee specification, reiteration, interjections, and personalization versus objectivization.

In the function of quotation, first of all, Gumperz sees relevance between direct/ reported speech and code switching. In other words, when person X wants to report what person Y has said, X talks in Arabic, say, but inserts the words reported of person Y in English. Second, code switching can be used in addressee specification where a person can direct their speech to one of the addressees (Gumperz, 1982).

Addressee specification can occur with monolinguals, when the speaker accommodates himself/ herself to monolingual speakers by switching to the language they speak, and with bilinguals, when the addressee is invited to take part in the conversation (Romaine, 1995). Nevertheless, addressee specification can also be exploited to exclude somebody from the conversation by switching to the language that no one else in the group is familiar with apart from the speaker and the addressee (Romaine, 1995).

Third, when speakers want to mark an interjection or employ sentence fillers, code switching occurs. Fourthly, reiteration can occur when a message is repeated in another language. Reiteration may function as a clarification of what has been said before, but still it carries more meanings in the sense that it emphasizes or amplifies a message. Fifth, message qualification serves as qualifying something which has been previously said. Gumperz (1982) provides an example of switching between English and Spanish to function qualification. From the functional perspectives, language choice of bilingual speakers in a conversation is motivated simply by primary functions a language could serve in at a particular moment.

Jakobson (1960) and Halliday et al. (1964) investigated code switching from its conversational aspects and proposed a specialized framework accordingly. Following this functional framework, Mühlhäusler (1981) presented six functions of code switching: directive, referential, phatic, expressive, metalinguistic and poetic. Later, Appel and Muysken (1987; 2006) applied these functions of language code switching to verbal communication.

Expressive functions suggest that speakers code switch to express emotions or true feelings to others such as happiness, anger, sadness, etc. In addition, speakers' code switching in the same conversation to express self-identity or mixed identity. This involves switching to make oneself understood or avoid unnecessary misunderstanding. In the same vein, for expressing a certain level of force or significance, switchers use habitual or set phrases such as greetings, commands, requests, and commands (Mahootian, 2006)

For phatic, or sometimes called metaphorical, functions, speakers' switching signals emphasis on parts of a conversation which are important. This type of language alternation can be found in when a stand-up comedian tells the whole joke in the standard variety, yet brings the last line of a joke that provides the humour or climax in vernacular types of speech (Apple & Muysken, 2006).

Generally speaking, the directive function is employed in situations where a speaker wants to direct someone. This function, including the hearer directly, aims at including or excluding someone or a group from the conversations by using a language that is familiar or unfamiliar to the hearers. It also serves as technique for getting the listeners' attention. According to Hymes (1962), there are two subcategories for this function: direction/persuasion and social exclusion.

Concerning metalinguistic functions, speakers switch for metalinguistic functions when commenting on directly or indirectly on a specific feature of a language by the use of the other language. Furthermore, metalinguistic switching occurs when speakers want to impress others with a show of linguistic skills.

For poetic functions, bilingual speakers involve switched puns, jokes, stories, and poetic quotations into English for the purpose of entertainment or amusement and adding a sense of humor.

Code switching for referential functions involves lack of knowledge or facility in a language, and failure of lexical retrieval. Language choice is also determined when it is more suitable or appropriate to be used for a particular topic (Karras, 1995). According to Chen (2007), referential functions vary according to the following: speakers might want to switch when terms lack availability in the other language. Besides, when terms lack semantically appropriate words in the other language, speakers refer to the language in which such words are available. Last, when speakers are more familiar with their first language, rather than the target language, then they may resort to it.

2.12.2 Classroom Functions of Code Switching

Polio and Duff (1994) investigated university teachers teaching a foreign language to students whose first language was English. All the teachers were native speakers of the target language. It was Polio and Duff (1994) who discovered that the teachers were using the students' mother tongue for the following: classroom administrative vocabulary (e.g. quiz), classroom management, grammar instruction, practicing their own English, showing solidarity or empathy, translating and when there is lack of comprehension (Polio & Duff 1994).

Canagarajah (1995) disclosed that there are micro- and macro-functions of codeswitching in the classrooms. He divided the micro-functions into two categories:

classroom management and content transmission functions. The functions which lay under the classroom management functions included the consideration of how code switching can facilitate teachers and students to regulate their classroom interactions efficiently and systematically due diligence. The functions of the content transmission category meant that code switching can be helpful in enhancing the effective communication of the content of the lesson, including the language skills, which are specified in the curriculum. Classroom management functions, according to Canagarajah, are: negotiating, requesting help, managing discipline, mitigation, directions, opening the class, teacher compliments, , teacher encouragement, teacher admonitions, teacher's commands, pleading and unofficial interactions. Whereas content transmission functional categories are explanation, parallel translation, definition, negotiating cultural relevance, review, and unofficial student collaboration.

On the other hand, macro-functions deal with socio-educational aspects which include training the learners for the social and communicative life outside the school. Teachers and students may find it difficult to use English, say, for negotiating their extra-pedagogical purposes which is why they sometimes code switch. In other words, macro-functions of code switching touch upon extra-pedagogical purposes outside the classroom; for example, discussing personal issues (Canaragajah, 1995). In sum, micro-functions tackle issues in the classroom while macro-functions are connected to issues outside the classroom.

A number of studies revealed different functions of code switching in bilingual classrooms: giving instructions in class (Valdés-Fallis, 1978), creating humour,

solidarity, and drawing students' interest (Milk, 1981). Twelve functions were identified by Vasquez's (2009) whose study revealed that students use code switching for emphasizing their messages, highlighting the important points, saying equivalent words, maintaining the conversation (floor holding), clarifying messages, transmitting emotion, expressing quotation (indirect speech), reiterating the same message, demonstrating a tag phrase, shifting the topic, and indicating untranslatability. Also, participants utilized code switching for other functions such as compensating for lack of language, creating humor, and communicating strategically.

In his study conducted in a Turkish secondary school, Eldridge (1996) reported that students employed code switching for nine distinct functions: equivalence, reiteration, metalanguage, floor holding, group membership, alignment, disalignment, and conflict control.

In another study, Uys (2010) investigated whether teachers resorted to code switching in classroom, and if so, what functions of code switching were. It revealed that teachers adopted code switching in order to clarify, explain subject matters and enhance students' understanding of subject matters, help them interpret subject matter, encourage them to take part in classroom discussions and answer the teacher's questions, maintain social relationship, create humor, give students instructions, scold learners, and manage classrooms.

On investigating teachers' attitudes and functions of code switching in secondary schools, Lee (2010) identified 8 functions of teacher-code switching: giving

instructions, giving feedback, checking comprehension, explaining new words, explaining grammar, helping students feel more confident and comfortable, explaining differences between first and second language, discussing assignments, tests and quizzes, and explaining administrative information.

In a similar study, four main teacher- functions of code switching were reported by Tien and Liu (2006). These functions were for instructional procedures, cognition assurance, equivalence comprehension, and socializing effects.

Other twelve functions of teacher-initiated code switching were brought about by Üstünel and Seedhouse (2005) which were as follows: dealing with problems, expressing social identity, dealing with classroom discipline, translating into the first language, giving, an equivalent in the first language, dealing with a lack of response in the second language, providing a prompt for second language use, eliciting translation in translation, giving feedback, providing metalanguage information, checking comprehension, encouraging learners to participate.

2.13 Code Switching Implications for Language Teaching and Research

It is crucial then that we be aware of the societal diversity and multilingualism which are crucial for any program in teaching second language and in bilingual education. (McKay & Hornberger, 2009). Research on multilingualism needs to be incorporated into materials and methods of teaching English, contrastive linguistics language testing and error analysis. (McKay & Hornberger, 2009). Zentella (1981) expresses that "it seems premature to ban code switching from the classroom when we do not know what we are banning along with it" (p.130). He further argues, about code

switching, "nor is it helpful to say it should be incorporated into the classroom in a mechanistic way" (p.130).

A recent study has suggested that code switching plays an important role in acquiring second language (Simon, 2001). All in all, teachers need to take into account that native-like performance is not an end of language teaching; it is indeed a goal towards achieving communicative effectiveness, and that the traditional view which calls for learning English to communicate with native speakers is no longer present in the primary context of English all over the world today (Smith & Sridhar, 1993). Today, we are in open interaction with people from multicultural and different sociocultural backgrounds, all over the world. Heller's (1992) assertion that the "absence of code switching can be as significant as the presence of it" (p.124) leaves the question open for further discussion on whether to code switch in classroom or not.

2.14 The Status of English in Turkey and Cyprus

To begin with, the island of Cyprus, including the norther part, was greatly exposed to English during the British colonization. English has a foreign language status today in Northern Cyprus where not all people, including students, have natural use of English language outside the classroom. The official languages of the Republic of Cyprus are Greek and Turkish. However, after the break-away of Northern Cyprus from the Greek side, Turkish was made official by the 1983 constitution. According to the categorization of countries in relation to the English language use and status by Kachru (1992), Northern Cyprus and Turkey belong to the expanding circle where English is not officially used and has no official status. (https://en.wikipedia.org/wiki/English_language_in_Europe).

From a historical perspective, looking at the status of English in Turkey, English language was introduced into the educational system of Turkey dating back to the period of *Tanzimat* during the 18th century. This period marked the commence of movements of westernization concerning education (Kırkgöz, 2007). Founded in 1863, Anglo-American private secondary school, Robert College, became the first institution in Turkey employing English solely for instruction. Today, English in Turkey has a foreign language status, and according to this notion, language teaching methodologies have been arranged at all levels (Ataş, 2012).

To conclude, this chapter has touched upon code switching from a number of perspectives and approaches, from earliest studies to the most recent ones. It has covered the major code switching-related definitions, in addition to a discussion on both the negative and positive attitudes and perceptions towards code switching, the notion of language competence and the occurrences of code switching, and the typologies of code switching in the literature.

Overall, code switching has demonstrated a variety of purposeful functions that both teachers and students switch for in the contexts of ELT, ESL and EFL. To repeat, the present study is mainly concerned with investigating the teachers' and students' reasons of code switching and to what functions these reasons attend, in an ELT context.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the following: research design and methodology, research questions, research setting and participants, data collection instruments, data collection and data analysis procedures, in addition to the ethical considerations considered in the study.

3.2 Overview of Methodology

As far as the physical setting is concerned, the research is carried out at the Department of English Language Teaching, Eastern Mediterranean University, Famagusta City, in Turkish Republic of Northern Cyprus (TRNC). A total number of 50 students, coming from Turkish backgrounds, including Cypriot and Turkish students, are included in the study. The study employs 16 Turkish-speaking male and 34 female students, chosen at their convenience and availability, studying at the Department of English Language Teaching in the BA level. On the other hand, nine Turkish-speaking teachers teaching at the Department of ELT in the BA level take part in an interview.

All participants in this study, teachers and students, are anonymous and they informed about anonymity before participating in the research. In addition, the participants are informed about the aims of the study and that participation is voluntary (see appendix C and D).

Besides, this study combined approaches of both qualitative and quantitative research in pursuit of obtaining accurate outcomes from the participants. In order to answer the first research question: why BA students at the department of ELT code switch to Turkish during lessons, a 22-item questionnaire was administered on students, and then semi-structured interviews with ELT teachers were conducted to answer the second research question which aims at finding the reasons for which ELT teachers resort to Turkish during their lessons.

A five Likert-scale questionnaire was utilized in classroom to investigate about the reasons why students code switch to Turkish. Using the Likert-scale in the questionnaire, students chose prompts ranging from *Strongly Disagree/ Disagree/Not Sure/ Agree/ Strongly Agree*. On the other side, teachers were interviewed and asked to elicit information on why they would resort to using Turkish in their classes.

The reasons offered by the participants were then ordered following Apple and Muysken's (2006) model for functions of code switching. The data of the questionnaires were analyzed by calculating frequencies and percentages. Data elicited from the interviewees were categorized through a process of qualitative analysis. Moreover, the whole data finally was processed by triangulating the results of both students' questionnaires and teachers' interviews to draw closer conclusions on the findings, and to see if there were correspondence between the data obtained from the students with that of the teachers'. The questionnaires were administered with the presence of the researcher, so that any questions about the questionnaire could be answered accurately and correctly. On the other hand, the interviews were audio-taped, so that information would be transcribed efficiently.

3.3 Research Design

The study aimed at investigating the reasons for which teachers and students code switch and seeing if there is a consensus between the teachers' and the students' responses. It is a case study which adopted a mixed research method. A mixed method research integrate qualitative and quantitative approaches of collecting data. It approaches a problem comprehensively from more than one point of view by blending the qualitative and quantitative data together in order to draw close conclusions to the subjects being examined.

Mixed method research design is a common employed design that offers researchers a greater validity of multi-level analysis of complex issues, which in turn enhances the strengths and reduces the weaknesses (Dörnyei, 2007).

To begin with, quantitative research is a type of social research which employs empirical methods and empirical statements. Such empirical statements are defined as descriptive statements about what the case "is" in the "real world" rather than what the case "should" be (Cohen, 1980).

Quantitative research methods, on the one hand, are essentially concerned with gathering and working with data which is structured and can be represented numerically (Tracy, 2012). Quantitative research method analyzes the data and provides the results based on statistics. Usually, quantitative research starts with carefully defined research questions which guide the process of data collection and analysis. In this study, data will be collected quantitatively by means of a student questionnaire.

On the other hand, the qualitative data collected in this study will be obtained by teacher interviews. Qualitative research methodology focuses on holistic, descriptive and natural data. It compels arguments on how things work in particular contexts (Mason, 2002). The whole argument about the qualitative research is summed up in the definition of Denzin and Lincoln (2005), which is as follows:

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

The most commonly utilized qualitative data collection methods include ethnographies, interviews, case studies, diaries/ journals, and observational techniques (Mackey & Gass, 2005). Since this is a case study, a brief description of case study research will be offered in the following sub-section.

Case studies generally aim at providing a holistic description of language use or learning within a specific setting or population. In the case study, the researcher gathers information by investigating the characteristics of participants who are/were involved in the same case and their relationship (Mackey & Gass, 2005). A case study is “an empirical study that investigates a contemporary phenomenon in depth and with its real-life context (Yin, 2009. p.18). Case studies have the potential for rich

contextualization and offer insights into the complexities of second language learning process for a particular case in its particular context (Johnson, 1993).

3.4 Research Questions

In congruence with the purpose and the aims of the study, this study will delve into the issue of code switching by approaching the following research questions:

- 1) What are the reasons for code switching as perceived by students?
- 2) What are the reasons for code switching as perceived by teachers?
- 3) Is there any correlation between the students' and teachers' responses?

3.5 Research Setting

The study was conducted in the ELT Department, at Eastern Mediterranean University (EMU), Northern Cyprus. The medium of instruction in EMU is English, with few departments where Turkish is the instructional language. The ELT Department is the oldest as well as the founding department of the Education Faculty; between 1999-2000 the department played an instrumental role in the establishment of the Education Faculty at EMU. Since its establishment in 1995. The department has produced over 1.000 BA, MA and PhD graduates from 14 nationalities; in 2015, the ELT Department will celebrate its 20th anniversary. The ELT Department's mission is to provide contemporary tertiary education, in line with the University mission statement, to maintain quality standards in teaching and research at the undergraduate and postgraduate levels (Emuedutr, c2015).

According the ELT Student Handbook (2015-2016), the programs offered by the ELT Department are all fully accredited by the Turkish Higher Education Council. Recently, in February, 2014, the BA in ELT program was accredited by AQAS (Agency for Quality Assurance through Accreditation of Study Programs) which is

registered with the European Quality Assurance Register for Higher Education. "The ELT Department is committed to maintaining and developing international standards of excellence in teaching and research at both undergraduate and graduate levels" (Student Handbook, 2015-2016, p.1)

3.6 Participants

3.6.1 Students

Table 1. Ethnographic Description of the Students

Year			
First Year	Second Year	Third Year	Fourth Year
(24%)	(34%)	(20%)	(22%)
Gender			
Females		(68%)	
Males		(32%)	

As shown in Table 1, the inconsistency in the students' number according to gender and each year is not based on the selectivity of the researcher; rather, it is based on the availability of the participants in their classes.

The population of the students studying at the ELT department, at the BA level, was 117 students, including international students coming from different countries such as Turkey, Northern Cyprus, Iran, Kazakhstan, Russia, Libya, etc. The number of ELT students who were speakers of Turkish was 78 in total. Thus, to elicit data on the reasons for which students code switch in ELT classrooms, 50 BA students were chosen at their convenience and availability from first, second, third, and fourth years. However, since the study is investigating the case of code switching between Turkish and English, the participants were all speakers of Turkish. Students studying

at the Department of ELT must all have a certain level of proficiency in order to be qualified to join the program. Those whose proficiency is low take English courses prior to joining the program. Students who obtained a certificate of IELTS or TOEFL, with a certain score, can join the program without taking any English courses.

3.6.2 Teachers

The total number of teachers teaching at the department of ELT was 12, including 4 instructors teaching at the department of Modern Languages. However, according to their availability and convenience, 9 Turkish speaking teachers were chosen for conducting semi-structured interviews. The participating teachers taught subject matter courses of English at different levels of the BA program.

3.7 Data Collection Instruments

3.7.1 Student Questionnaire

One of the most common methods for collecting data, including second language research, is by means of a questionnaire. Questionnaires are used to collect information on opinions, attitudes, and perceptions from a large group of participants.

The researcher utilized a closed-item questionnaire, including 23 items, on ELT students to elicit data on the reasons why students code switch to Turkish in classrooms. The items were based on a Likert-Scale, with 5 prompts. The prompts were as follows: *Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree*. Students were supposed to choose one of these prompts to express their degree of agreement or disagreement or if they were not sure about the items in the questionnaire. The research questionnaire was adopted from Machaal's (2012)

investigation on the functions of code switching, and Al-Nofaie's (2010) research on the role of students' first language in class. However, in order to make the questionnaire congruent with the context of the current research, few insignificant adaptations to the questionnaire were made (see Appendix B).

3.7.2 Teacher Interview

One of the major qualitative data collection is interviews; they enable researchers to obtain attitudes, experiences, perspectives, and opinions of individuals (Saldaña, Leavy, & Beretvas, 2011). Semi-structured interviews are guided in that they use a predetermined set of questions and topics to which the interviewees are to reply. However, the interviewer may still ask more questions depending on the flow of the interview (Mackey & Gass, 2005).

The structure of interviews may vary depending of the purpose of interviews (Tracy, 2012). The biggest advantage of interviews is that they help obtain unobservable behavior as they help participants, particularly introverts, disclose their thoughts and feelings, which have not been considered, more comfortably (Mackey & Gass, 2005).

To answer the second research question, this study utilized face to face semi-structured interviews, of 14 questions, with 9 teachers to obtain information about teachers' reasons for code switching in ELT classrooms (see Appendix A).

3.8 Data Collection Procedures

As far as the student questionnaire is concerned, students were briefly explained what the scope of code switching is to ensure that their choices on the items will not be affected their by lack of knowledge about code switching. Moreover, they were

told about the aim of the study and the procedures on how to answer the questionnaire, and that they may feel free to ask any question related to the items of the questionnaire. This was all done prior to distributing the questionnaire to the participants. On the other hand, before commencing the interviews with teachers, I asked if teachers needed any further clarification about code switching to ensure the soundness of the interviews. Three participants asked for more clarification as to what areas code switching is focusing on. In addition, teachers were informed that their interview would be audio-taped for practicality of obtaining data.

Only one of the teachers preferred to answer the interview questions by replying in a written form in order to provide the answers more accurately. Two teachers asked to read the interview questions before being interviewed. The average time for answering the student questionnaire was 12 to 15 minutes, whereas the average time for the interviews was between 20 and 23 minutes. The questionnaire was piloted to a group of 10 students chosen randomly, and these students did not take part in the questionnaire later. Concerning the interview, it was piloted to one teacher who also did not take part in the interview later, and certain changes were made accordingly.

Permission for conducting the study was sought from the head of the ELT department and the participants. On the one hand, prior to distributing the questionnaire, permission was taken from each teacher for utilizing the questionnaire in their classes. In addition, students were told that participating is voluntary and that they may not take part in carrying out the questionnaire. On the other hand, teachers were asked personally if they would agree to be interviewed and audiotaped during the interview. None of the participants refused to take part in the study, and all

participated at their availability and convenience. All participants were assured of the anonymity and confidentiality of themselves and their responses.

3.9 Data Analysis Procedures

Students' responses to the questionnaires were processed quantitatively; in other words, they were keyed into the software Statistical Package for Social Sciences (SPSS) version 20 in order for data to be analyzed statistically and to obtain frequencies, and percentages. Furthermore, the mean for each item was calculated by the program.

On the other hand, teachers' audiotaped responses to the set of questions in the interview were processed qualitatively by means of a deductive approach to content analysis. Content analysis is described as the process of reporting and summarizing written, visual, and verbal data and aims at examining and verifying written data (Cohen & Morrison, 2007). On the other hand, qualitative content analyzed data developed in anthropology, sociology, and psychology (Zhang & Wildemuth, 2009). Content analysis has been used for qualitative and quantitative purposes. It includes counting words, phrases, and sentences and classifying them under different themes.

Depending on the kind and purpose of the research, content analysis can be used deductively or inductively (Elo & Kyngas, 2007). Thus, the data were analyzed by means of the deductive approach which was chosen as there were already pre-set themes or categories, based on Apple and Muysken's (2006) framework, under which teachers' responses on the reasons for employing code switching were classified. The analysis would show whether teachers have any reasons or not for code switching in

their ELT classrooms and to which functions the reasons can be related, if they have any. In order to explore and interpret themes relevant to the research questions, interview data were analyzed using "segmentation, categorization and relinking of data" (Grbich, 2007, p.16). The names of the teacher participants were coded with numbers such as T1, T2, T3, etc. to keep the confidentiality of the teachers' identity.

The audio-taped semi-structured interviews were transcribed precisely and the reasons for code switching were categorized following Apple and Muysken's (2006) model for functions of code switching. In a similar way, students' responses, to the questionnaire, on the reasons why they code switch in classroom were categorized according to model of Apple and Muysken (2006).

Chapter 4

Results

3.7 Introduction

This chapter presents the data obtained from the students' questionnaire and the teachers' interviews on the reasons they have offered for which they code switch to Turkish during lessons. Students' quantitative data will be presented in tables showing percentages of agreement and disagreement on the items included in the questionnaire, and the teachers' qualitative data will be presented according to their responses in their interviews. Results gained from both teachers and students will be compared and cross-checked to see if similarity exists between the reasons offered by teachers and students on their code switching to Turkish.

3.8 Analysis of the Results

Quantitative results obtained from the student questionnaire are presented in the first section of this chapter. Followed are the qualitative findings obtained from the semi-structured interviews with teachers.

The data gained on each item of the questionnaire are illustrated in tables according to the percentages, mean, and standard deviation indicated for each item, respectively.

3.9 Research Question 1: What are the reasons for code switching as perceived by students?

To answer the first research question, students' reported responses on the questionnaire will be shown in tables and discussed accordingly

Table 2.1: Item (1) students code switch to discuss personal issues.

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
22 %	44%	18%	16%	0%	2.28

Table 2.1 shows that code switching is a technique preferred by students when discussing personal issues in classroom. Sixty-six of students reporting their agreement on code switching for this function, including 22 % who strongly agreed. However, only 10% expressed their disagreement, and 16% were not sure whether they code switch or not when discussing personal issues. None of the participants strongly disagreed on code switching for the above reason. With a 66 % of students expressing switching when discussing personal issues, it can inferred that students would prefer to keep sensitive issues confidential or would not like to share what they think is personal with the international students fearing that their image would be encroached.

Table 2.2: Item (2) students code switch to avoid misunderstanding

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
26%	56%	16%	2%	0%	1.94

Results in Table 2.2 show that 56% of the participating students agreed and 26% strongly agreed that the reason why they code switch in class was to avoid

misunderstanding, whereas 16% of them were not sure if they code switch for this reason. Only 2% of them disagreed on code switching for this reason, and none of them expressed strong disagreement for this reason. It can be seen from Table 2.2 that the great majority of the students (82%) are keen not to be misunderstood by their teachers or peers, and they would accordingly switch to their native language when they feel that the addressee(s) might misunderstand them or might not get the intended messages.

Table 2.3: Item (3) students code switch to make others understand what they mean

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
22%	54%	16%	6%	2%	2.12

The percentages in Table 2.3 report that students code switch in order to make others understand what they mean. Twenty-two of them strongly agreed and 54% agreed that they code switch to make others understand what they mean; however, 6% disagreed and 2% strongly disagreed on code switching for this reason, and 16% were not sure whether they code switched or not. In line with item 2, it is clear that most of the students (76%) would like to build up their rapport by expressing themselves well and this is done so by means of resorting to their L1, when necessary.

Table 2.4: Item (4) students code switch to attract attention

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
14%	14%	24%	30%	18%	3.23

As shown in Table 2.4, 30% of students disagreed on the use of code switching to attract attention, and 18% strongly disagreed. On the other hand, 14% of students strongly agreed and 14% others agreed on code switching for the purpose of attracting attention. The remaining 24% of participants were not sure about code switching for this purpose.

Table 2.5: Item (5) students code switch to quote something said by others

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
8%	36%	42%	14%	0%	2.62

As seen in Table 2.5, students code switch when quoting something said by others. Forty-two agreed on code switching, including 8% who strongly agreed, and only 14% expressed their disagreement on code switching, and none reported strong disagreement with this function. However, 42% of students indicated being not sure if they code switched or not.

Table 2.6: Item (6) students code switch to express loyalty to their culture

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
16%	26%	18%	30%	10%	2.92

Results in Table 2.6 demonstrate that 16% of students strongly agreed and 26% agreed on the use of code switching to express loyalty to their culture. On the other hand, 30% disagreed and 10% strongly disagreed to switch for this function, while 18% indecisive.

Table 2.7: Item (7) students code switch to create a sense of belonging

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
12%	26%	24%	26%	12%	3.00

As indicated in Table 2.7, 12% strongly agreed and 26% agreed on the employment of code switching to create a sense of belonging with others. Despite this, 26% disagreed and 12% strongly disagreed on code switching for this function. The remaining percentage, 12%, indicated their uncertainty for code switching concerning the item.

Table 2.8: Item (8) students code switch to persuade others

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
16%	38%	28%	12%	6%	2.54

Based on Table 2.8, it is observed that the majority of students code switch in order to persuade others, with 44% who agreed on switching for this reason, including 16% who strongly agreed. Yet, 28% were not sure if they code switch for this reason or not. The remaining respondents did not agree on switching for this function, with 12% who disagreed and 6% who strongly disagreed.

Table 2.9: Item (9) students code switch to discuss certain topics which can be more appropriate to discuss in Turkish

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
28%	50%	14%	8%	0%	2.02

It is evident from Table 2.9 that students make use of switching to Turkish during their discussion of certain topics which can be more appropriate to discuss in their

native language. This is revealed in Table 2.9 when the greater number of students, 50%, expressed their agreement and 28 % indicated their strong agreement on using the first language for this purpose. Only 8% opposed switching for such purposes, and none of them reported their strong disagreement. Students' (78%) switching to Turkish as indicated in Table 2.9 might be related to the affective side or the linguistic one. In other words, students seem to feel more comfortable or at ease using Turkish for certain topics which, for example, are related to their context such as the Greek-Cypriot issue. The results in Table 2.9 might also indicate that the kind of topic students are dealing with or discussing might be linguistically challenging, and, thus, necessitates them to use their L1 to overcome their linguistic obstacles.

Table 2.10: Item (10) students code switch to make the lesson more enjoyable

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
10%	18%	28%	36%	8%	3.14

According to the percentages shown in Table 2.10, only 28% acknowledged their switching to Turkish make the lesson more enjoyable. 36% disagreed and 8% strongly disagreed.

Table 2.11: Item (11) students code switch to crack jokes

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
18%	44%	20%	14%	2%	3.20

As demonstrated in Table 2.11, 62% of participants confirmed that they switch to the first language when cracking jokes, among whom 18% strongly agreed with the item. Only 16% of them opposed to code switch for this purpose, while 20% were

undecided as to agree or disagree. In most languages, jokes are cultural-specific and contextual; therefore, it is not easy, when telling jokes, to convey the socio-cultural aspects of a joke by using another language. For this reason, it may be assumed that students (62%) would like to make use of the joke in the full sense by preferably telling the joke in their own language.

Table 2.12: Item (12) students code switch to express themselves easily

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
10%	60%	12%	16%	2%	2.40

As shown in Table 2.12, the great majority of students, 70%, indicated their agreement that code switching is capable of making them express themselves easily, including 10% who strongly agreed. On the other side, 18% disagreed on code switching for this function, with 2% reporting their strong disagreement. Still, 12% of respondents were skeptical about switching or not.

Table 2.13: Item (13) students code switch to express personal emotions (e.g. anger, sadness, happiness, etc.)

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
10%	52%	24%	8%	6%	2.48

As shown in Table 2.13, one major reason why students code switch to Turkish was to express their personal emotions when 52% agreed, and 10% strongly agreed on switching for this function. Nevertheless, 8% disagreed and 6% strongly disagreed on switching. The rest, 24%, were not sure if they switched to perform this function. As indicated in table 2.13, there is a strong relation between the students' emotional

state and the language they are using. 62% of the students utilize their L1 when they are emotionally affected, so that they can they express their guts feeling.

Table 2.14: Item (14): students code switch because they feel more comfortable in using more than one language when speaking

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
16%	46%	22%	14%	2%	2.40

Based on the results in Table 2.14, 62% of the students demonstrated their agreement that using Turkish makes them feel more comfortable while speaking, with 16% strongly agreeing on the item. On the other hand, only 16% disagreed against the item, and 22% were hesitant about switching or not for that purpose.

Table 2.15: Item (15) students code switch because it helps them explain difficult concepts

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
28%	52%	10%	8%	2%	2.04

Based on the percentages shown in Table 2.15, the largest number of students (80%) stressed their switching to Turkish as it helps them explain difficult concepts. Only 10% of students did not report switching for explaining difficult expressions. However, uncertainty for employing the first language or not was indicated by 10 % of students to perform this function. It is clear that switching to Turkish is most helpful for most of the students (80%) when they are not able to explain challenging expressions, and they would, instead of struggling with providing the proper explanation, employ Turkish for saving their time and helping them filling in the linguistic expressions which may not be available to them in English.

Table 2.16: Item (16) students code switch because it helps make learning easier for them

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
14%	24%	32%	20%	10%	2.88

Whether students' code switching helps make learning more successful for them seems to be approximately equally agreed and disagreed upon, on the basis of findings in Table 2.16. 38% of participants agreed on the item, among whom 14% indicated their strong agreement. Dissimilarly, 30% disagreed on the item, including 10% who strongly disagreed.

Table 2.17: Item (17) students code switch because it helps them carry out tasks successfully

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
8%	38%	32%	20%	2%	2.70

Table 2.17 shows that switching to Turkish helps learners carry out tasks successfully when 38% agreed on the item and 8% strongly agreed. Only 20% disagreed on switching for this function, while 32% of respondents remained not sure. It can be suggested that using Turkish (46%) is a strategy that students make use of in order for them to be able to deal with the tasks assigned to them accordingly.

Table 2.18: Item (18) students code switch because it decreases their anxiety when speaking

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
18%	36%	26%	14%	6%	2.54

Utilizing code switching as a technique to decrease anxiety when speaking was confirmed by the majority of respondents as show in table 2.18, with 36% expressing their agreement and 10% expressing their strong agreement. Very few (20%) disagreed on switching for this technique, whereas 26% were not sure if they agree or disagree on the item.

Table 2.19: Item (19) students code switch because it is hard for them to find proper English equivalentents

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
10%	40%	28%	18%	4%	2.66

A large number of students, according to Table 2.19, indicated that the reason why they code switch lies in the fact that it is hard for them to find proper English equivalentents. Results based on table 20 demonstrate 50% of students agreeing on the item, including 10% who expressing their strong agreement. On the contrary, 18% disagreed and 4% strongly disagreed to code switch to perform this motive. Still, 28% were hesitant about switching or not to compensate for the English equivalent.

Table 2.20: Item (20) students code switch because there are no similar words in English

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
18%	20%	30%	26%	6%	2.82

Similar results were reported pertaining students switching to their first language because there are no similar words in English. This is indicated in Table 2.20 when 20% of students agreed on switching to Turkish when they there were no similar words they could use in English. In the same vein, 18% strongly agreed on switching

for the same reason. However, 32% disagreed on resorting to their first language when there were no similar words in English, and 30% did not indicate whether to agree or disagree.

Table 2.21: Item (21) students code switch because they think sometimes in Turkish

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
14%	46%	26%	10%	4%	2.44

Based on the results in Table 2.21, it is evident that the influence of Turkish has a great impact of their choice of language employed in classroom. When asked if students code switch because they think sometimes in Turkish, it was found that 60% agreed on the item, with 14% indicating their strong agreement. Only 14% of students disagreed on idea that they switch to the native language since they think sometimes in Turkish. The remaining 26% did not indicate their agreement or disagreement on the item. The effect of Turkish speaking students' first language is evident in 60% of them. Therefore, L1 may play a role in shaping the students' way of thinking or speaking in English.

Table 2.22: Item (22) students code switch because code switching is habitual behavior

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
20%	28%	34%	14%	4%	2.54

It is evident in Table 2.22 that a considerable number of students resort to their first language as a matter of habit. Twenty strongly agreed, and 20% agreed on the item. It was found that only 18% disagreed with the above item, while 32% were indecisive about code switching out of habit.

Adopting Apple and Muysken's (2006) framework of functions of code switching, all of the students involved in the study have indicated code switching in their ELT classrooms for the following four functions: poetic, referential, expressive, and directive functions. The other two functions, namely: phatic, and metalinguistic functions, have not been reported since the questionnaire originally did not include items which fall under the category of these two functions.

The following tables report the students' general agreement and disagreement of the reasons for which they code switch in class and what functions these items serve.

3.9.1 Students' Switching for Poetic Functions

Table 3.1

	Agreement	Disagreement	Not Sure
Poetic Functions	44.66%	24.66%	30.68%
Students code switch to quote something said by others	44%	14%	42%
Students code switch to crack jokes	62%	16%	22%
Students code switch to make the lesson more enjoyable	28%	44%	28%

Based on the results in Table 3.1, 44.66% of students expressed their agreement on switching for poetic functions while 24.66% expressed the opposite. 30.68% of participants remained unsure about whether they code switching or not for poetic functions.

3.9.2 Students' Switching for Directive Functions

Table 3.2

	Agreement	Disagreement	Not Sure
Directive Functions	49.33 %	27.33 %	23.44%
Students code switch to discuss personal issues	66%	16%	18%
Students code switch to persuade others	54%	18%	28%
Students code switch to attract attention	28%	48%	24%

As revealed in Table 3.2, the greater number of respondents, 49.33%, confirmed their agreement on switching for directive functions whereas 27.33% indicated their disagreement on switching for these functions, and 23.34% have stated their undecidedness.

4.3.4 Students' Switching for Referential Functions

Table 3.3

	Agreement	Disagreement	Not Sure
Referential Functions	55.71 %	20.14 %	24.12%
students code switch to discuss certain topics which can be more appropriate to discuss in Turkish	78 %	8 %	14%
students code switch because it helps them explain difficult concepts	80 %	10 %	10%
students code switch because it helps make learning easier for them	38 %	30 %	32%

students code switch because it helps them carry out tasks successfully	46 %	22 %	32%
students code switch because it is hard for them to find proper English equivalents	50 %	22 %	28%
students code switch because there are no similar words in English	38 %	32 %	30%
students code switch because they think sometimes in Turkish	60 %	14 %	26%

In the same vein, on the basis of the results obtained from Table 3.3, the largest number of the students, 55.71 % generally agreed on switching in their classes for referential functions. On the other hand, 20.14 % were against the idea that switching to Turkish in classroom has referential functions. With 24.57 %, the students neither agreed nor disagreed with the fact that their switching their native language serves referential functions.

4.3.5 Students' Switching for Expressive Functions

Table 3.4

	Agreement	Disagreement	Not Sure
Expressive Functions	59.33 %	19.33 %	21.34%
Students code switch to avoid misunderstanding	82 %	2 %	16%
Students code switch to make others understand what they mean	76 %	8 %	16%
Students code switch to express loyalty	42 %	40 %	18%

to their culture			
Students code switch to create a sense of belonging	38 %	38 %	24%
Students code switch to express themselves easily	70 %	18 %	12%
Students code switch to express personal emotions (e.g. anger, sadness, happiness, etc.)	62 %	14 %	14%
Students code switch because they feel more comfortable in using more than one language when speaking	62 %	16 %	12%
Students code switch because it decreases their anxiety when speaking	54 %	20 %	26%
Students code switch for habitual expressions	48 %	18 %	34%

Results obtained from Table 3.4 show that most of the students, 59, 33%, have acknowledged their switch to Turkish for expressive purposes. However, 19, 33% disagreed to switch for such purposes. Still, 21, 33% have shown their neutrality by expressing their uncertainty about switching for expressing functions.

The following section will include results which will be on discussion of the data obtained from the interviewed teachers in order to see if they code switch to Turkish for reasons and functions stated by students.

To answer the second research question, following the same route, teachers' responses based on the interview questions will be sorted following Apple and Muysken's (2006) model on functions of code switching.

Teachers' reported reasons for resorting to Turkish in their ELT classes will be analyzed by looking at similar reasons expressed by each teacher and then seeing if these reasons fall under the functions' model, and whether there is consensus between the functions revealed by students and teachers. In addition, teachers' feedback on code switching and the reasons which restrict them to employ Turkish will be provided in this chapter.

4.4 Research Question 2: What are the Reasons for Code Switching as Perceived by Teachers?

Based on the analysis of teachers' interviews, all the teachers unexceptionally acknowledged that the major reason that hinders their freedom to resort to Turkish in many cases is the presence of the international students. The following are some of the teachers' responses:

T 1

Because I have students from different countries, I try to use mainly English. I think code switching should not be used at all because we have students from different countries.

T 2

It is not possible to code switch since we have international students and sometimes we have 6 or 7 language backgrounds in our classes which makes it impossible to code switch.

T 4: "Normally, we should use English all the time... It depends of the composition in the classroom".

T 6: "... because it is really multilingual and multicultural".

4.4.1 Teachers' Switching for Directive Functions

Seven teachers (77.78 %) out of nine have indicated that the reasons for using Turkish in their ELT classrooms were for directive functions. This large percentage matches with the students' percentage (49.33 %) for switching for directive functions. Teachers' directive functions were mainly for discussing personal issues and drawing the students' attention.

4.4.1.1 Switching for Personal Reasons

The teachers' use of Turkish for personal reasons could be interpreted as their tendency to keep the confidentiality of the Turkish speaking students in order not to appear in an inappropriate way or reveal their privacy to their international classmates. Five teachers (55.56 %) have expressed switching to Turkish during lessons for personal reasons. This tendency goes in line with the students' desire for personal confidentiality as expressed in the questionnaire when 66% of the students indicated that they would resort to their L1 when discussing personal issues. Thus, a great consensus exists between the teachers' and students' code switching to Turkish for personal reasons.

When asked whether they resort to their native language when discussing personal issues, the following responses were elicited by teachers:

T 1

If it is a personal matter, I do not mind, I talk to them in Turkish, and ... in order to enable focus on that personal matter, then I mean... I think I have to respect them... and you know ... talk to them in Turkish.

When asked which code they would employ in response to their students' formulated questions in Turkish, T 2 says:

Well, it depends on the situation, if it is in class, I try to make that question clear for everyone in English and then you know I try to answer again in English but if it is a private question, if it is a personal question, then of course you know... errr I deal with it differently.

T 3 expresses that they would resort to Turkish to discuss personal matters as it helps students feel more relaxed in class. Similarly, T 4 prefers to deal with sensitive issues by using L1; however, their choice of code is mostly based on which code will be most beneficial to the students and on the students' willingness to communicate in either of the codes,

T 8 very briefly responds to the question by saying "Personal issues... native language".

4.4.1.2 Switching for Drawing Attention

Four teachers (44.44 %) would not mind switching for drawing their Turkish speaking students during lessons. However, only (28 %) of the students confirmed their switching to Turkish for drawing attention. T 4 comments that they switch to Turkish to attract the students' attention, make them focus and bring variety to the atmosphere.

Being asked about the reasons why to code switch to the native language in class, T 6 expresses the following:

T 6: "Just to break the...."

R: break the ice!

T 6: "A sort of... a sort. Or just to mmm... get their attention... "ah! The teacher said something in Turkish" but just one statement..."

T 7: "If I know that they are losing their concentration... so when they hear something in L1,... maybe this gets them to errr... come back to what we are talking about".

Reminding T 8 with using the word "oğlum" frequently in their classes and if this word signals drawing the students' attention, their response was the following:

T 8: "Yes... Imagine that, you explain something, and your student or two of your students are just sitting somewhere not listening... it is more effective than saying [stop talking, if you want go out]. I think indirect ways are better than direct ones".

4.4.2 Teachers' Switching for Expressive Functions

Upon teachers' responses to the third interview question on when and why they code switch in classroom, five teachers (55.56 %) acknowledged that they employ the first language for expressive functions particularly for affective reasons and in order to express solidarity and closeness with their Turkish speaking students. There appears an approximation of agreement between the teachers' frequency on switching for expressive functions and the students' who, with 59.33 %, acknowledge switching for these functions.

4.4.2.1 Switching for Solidarity and Closeness

Four teachers (44.44 %) said that they use Turkish in class to express solidarity or closeness with their Turkish speaking students. Likewise, 38 % of students agreed, with 38 % disagreeing, that they code switch to express a sense of belonging to

others. During the interview, T 1 says that they occasionally code switch to Turkish when it is an off topic or social chat. He/ she believes that switching may help build rapport and relationship with students.

Likewise, T 3 believes that the social atmosphere is crucial and for this reason they utilize Turkish for social purposes such as greeting or welcoming students at the beginning of the school or wishing them a nice holiday at the end of the semester.

T 7: ... so the reason for code switching is more psychological as you have just said... because when you make a joke in students' L1, I think you know... they feel more... so the gap between the teacher and the students gets smaller and you can have a better rapport with your students.

When asked about possible reasons for code switching to Turkish, T 8 accounts that they use it to express solidarity with their students and for sociolinguistic purposes. In addition, T 8 would switch, when possible, to the languages of other international students for the same purposes.

4.4.2.2 Switching for Affective Reasons

In the same vein, based on the interview question 14 on whether there is a relationship between the choice of code and the affective situation, four (44.44 %) teachers reported code switching for affective reasons; reasons which interrelate to the emotional state.

T 1 relates an incident as an example which was directly connected to their affective situation that once they got furious at a student and unconsciously started using L1 to sort out the issue with that student.

Other teachers' feedback during the interview follows in the next lines.

T 3 conceives that it is natural for them to use the first language when they are affected as it helps them express more current feelings or attitudes.

T 4

Sometimes ... depending on the mood you are in, we tend to use more or your own language..., but to be honest with you I have never thought about this... now you made me more aware of this.

R: "In case a student made you angry..."

T 4: "Oh! I tend to use the first language... yeah that's right... so your psychological mood affects I think."

When dissatisfied, for example, says T 7, they tend to employ the first language to complain about the students' behavior and to warn them.

The four teachers' reports on switching for affective reasons concord with the students' answers on the questionnaire, specifically in item (13) when students (62 %) confirmed they would switch to express personal emotions such as anger, sadness, happiness, etc.

4.4.3 Teachers' Switching for Phatic Functions

Only one teacher has reported their resorting to the first language to express a phatic function.

T 4

...having practiced the grammatical point... you know... and at the end of the lesson you feel that you know... emphasizing the explanation... the formula of whatever it is in Turkish...I see no harm in this.

4.4.4 Teachers' Switching for Poetic Functions

Concerning the poetic functions, 66.67 % of the teachers, six of nine, stated utilizing Turkish for poetic functions. Looking at the students' tendencies indicated in the questionnaire, 44.66 % of students agreed on switching for poetic functions, opposed by 22.66% who disagreed.

4.4.4.1 Switching for Jokes and Amusement

Out of nine, six (66.67 %) teachers confirmed that they make use of Turkish in their classes for telling jokes and for amusement purposes. This goes in accordance with the students who indicated their desire to switch to Turkish for the same purposes with 45 % agreeing, and 30 % disagreeing. Asking the teachers about which code, Turkish or English, would maintain their students' interest and keep the lesson more enjoyable, teachers commented as the following:

T 1

... (laughter) let me say both of them (Turkish and English). I had students, I had classes which asked me to use native language, but as I said I do not find it right.

T 4 claims that it is quite natural for them to use L1 regarding jokes or when the atmosphere in the class is getting boring.

T 6

I use that strategy... you are in the middle of the lecture and you are explaining a core thing and I make ... errr ... one explanation or one statement in Turkish ... and Turkish speaking students laugh "wahaha" and I say explain that to your non-Turkish speaking friends.

T 7: "I code switch but very rarely when... just a word or a phrase or one sentence for joking".

T 8: "...maybe to cheer some sometimes people up..."

T 9: "In addition to this, my students and I use it (Turkish) when we tell a cultural joke".

4.4.4.2 Switching for Quoting

Only two teachers expressed that they refer to Turkish when quoting. Students expressed their agreement on switching for the same reason as expressed in item (5), with a percentage of 44 %. The following replies were elicited:

T 4

Maybe you might need literary translations especially with mmm... poetry or other kinds of works... in this case... you might need to use their language".

R: "Or maybe for the sake of quoting?"

T 6

Yeah yeah! You quote in Turkish and then you have to explain because there are non-Turkish speaking students.

4.4.5 Teachers' Switching for Metalinguistic Functions

As far as the metalinguistic functions is concerned, three (33.33 %) teachers acknowledged that they code switch to Turkish when commenting on Turkish language, mainly for sociolinguistic and comparison and contrast purposes.

In linguistics classes, when there is data concerning Turkish language, it is one of the cases when T 3 code switch to Turkish to find equivalency between Turkish and English in terms of morphology or syntactic structures. In the same vein, T 6 states that they would use their L1 for purposeful functions such as contrastive analysis, and seeing the differences and similarities between Turkish and English. Furthermore, in their subject matter classes, when talking about dialects, sociolects,

lexicography, and borrowings, T 8 provides examples from Turkish or Cypriot Turkish, so that students would understand the theory better.

4.4.6 Teachers' Switching for Referential Functions

The majority of teachers' reasons for code switching were to serve referential functions. This is indicated when eight (88.89 %) teachers revealed their resorting to Turkish for such functions. Teachers' switching for referential functions appear to be in alignment with students switching for the same functions with 55.71 %.

4.4.6.1 Switching for Explaining Unfamiliar Concepts and for Lack of Equivalency

Out of nine, eight (88.89 %) teachers confirmed that they resort to Turkish for vocabulary-related reasons such as explaining difficult concepts, providing equivalent vocabulary and giving the Turkish translation of some words in English. On the other hand, students' responses on the three-vocabulary related items: 15, 19 and 20 demonstrate corresponding high frequency of agreement on switching for vocabulary-related reasons with 80% of them indicating that switching to Turkish helps them explain difficult concepts. In addition, 50 % of them claimed their switching because it is hard to find proper English equivalents. In addition, 30 % of students demonstrated that they code switch when there are no similar words in English.

The following justifications were expressed by teachers commenting on the motives behind their switching to Turkish:

T 1

(laughter) Well if it has no equivalent in English, and if all my students will understand or most of them I would switch to Turkish. I will try my best...

But I might say sorry to those students and explain it in a couple of sentences, and then again in English I try to explain them.

When explaining difficult concepts, T 3 would make use of L1 if English does not help them convey the intended messages. In his turn, T 4 confirms that they would shift to Turkish when giving the exact equivalent or meaning. Other teachers' responses were as follows:

T 5

...and I do use English all the time except when I really aim to explain something and that is usually at the vocabulary level... I may switch to Turkish... if there is no one to one equivalent, yes, as I have told you before because it will save time. I mean just to give the equivalent.

T 6

Well I would do that is in Turkish... this phrase in Turkish, and there is no equivalent in English and then... if you could find the opportunity ... we would discuss why there is no equivalent in English. Well but that depends, if I catch the opportunity, I would use that maybe... [Look, that's is a phrase in Turkish, and I have to say it in Turkish, but that's is the reason we do not have an equivalent in English].

T 7

Of course the terminology... for example the name of meal "molohiya" "kolokas", I can use in quotations... you know... those things in Turkish.

T 8

Again, I insist on using English... but if it is a word or something like that... just one word... I use their native language".

In some occasions, based on the Turkish speaking students' demand, T 9 gives the Turkish equivalents for English proverbs, and in some other cases for saving time.

4.4.6.2 Switching for Explanation and Better Understanding

Five (55.56 %) of the teachers would not mind employing Turkish in their classes during the explanation of some points and when it helps their students understand better. The following are the teachers' reasons offered for why they would utilize the Turkish language during the lessons.

T 1

If it would enable my students to understand something better, yes. As I said, better understanding. It may help with their learning, but it depends on what extent you are going to use it. If you do it too much, that would be like you are spoon feeding them, and they won't work hard to understand themselves.

T 4

Well if still I see that you know... even a couple of students will still benefit from let's say a grammar point... this will give them a better understanding... why not, but still I would try to be fair with other students like international students. But if the Turkish students still need it, why to avoid using the Turkish language to explain to them.

Teachers 1 and 4 justify their use of Turkish as it helps their Turkish speaking learners understand better. This was expressed by the vast majority of students, with 76 % as in item (3), who indicated their intention to switch to Turkish during the lesson as it makes others understand what they mean.

T 3

In class, I would reply in English, if the student let me know that he cannot possibly create his question in English, I would reply in Turkish, but then for

the sake of the other students, I may... most probably I will repeat it in English...

T 3's feedback can be interpreted as their intention to make it understood or easier for the student to get what the teacher is talking about; in other words, the teachers' reason for replying to the student in Turkish in this case is due to the students' lack of certain knowledge of English.

R: "Do you mean generally? What about your case?"

T 6:

Yeah yeah I mean just that one sentence in L1... sorry guys I will explain that in Turkish, and I explain that in Turkish... then it helps the student understand the task, the assignment or the grammatical explanation... that's fine.

R: "What if it were a task they have to do in class?"

T 7

... ha, when they start doing the task, I walk around in the classroom, time to time, some students may ask for the repetition of the instructions, so in this case if I see that they still do not understand the instructions, so very briefly I give the Turkish translation.

Students expressed a similar reason for switching to L1 which goes in line with the reason T 6 and T 7 have offered. This is the case when, looking at item (17), 46% of the students stated that they switch to Turkish because it helps carry out tasks easily.

4.4.6.2 Switching When Discussing Certain Topics

Only one teacher expressed that they code switch to Turkish when discussing some specific topics, mostly those which are context-specific. However, a great number of students revealed their switching to Turkish to discuss certain topics which can be

more appropriate to discuss in Turkish, with a percentage of 78, as indicated in item (9).

T 4

You know... for example a political issue let's say if the person is a Turkish person, specially when we are talking about the Cyprus issue, I would tend to use Turkish... specially with students whose level is not that good, I would definitely do that in Turkish.

4.4.6.3 Switching for Other Reasons

Other reasons which do not fall under the model of Apple and Muysken (2006) were reported by two of the teachers during the interviews. T 6 says that their switching would be for procedural or instructional issues or when explaining a technical detail. However, T 9 comments that they would not mind switching during the following case:

T 9: "I feel the need to use L1 in my classroom if there's a discipline problem and that is very rare".

On balance, all teachers have acknowledged that they resort to Turkish in their ELT classrooms for different purposes. Following Apple and Muysken's (2006) model for functions of code switching, teachers reported switching for expressive, directive, metalinguistic, poetic, phatic, and referential functions. Data on functions of code switching obtained from the teachers' interviews have been cross-checked with the data obtained from the students' questionnaire and were found to correspond to each other. The following tables will show agreement percentages of switching for Apple and Muysken's (2006) model for switching and the correspondence or consensus

between the data obtained from the teachers' interviews and the students' questionnaire.

4.5 Research Question 3: Is There Any Correlation between the Students' and the Teachers' Responses?

Table 4.1

Teachers' and Students' Switching for Referential Functions	
Teacher's Percentages	Students' Percentages
88.89 %	55.71 %

Results in Table 4.1 may indicate that the teachers' high percentage on switching for referential functions counts for their understanding of their students' need for the equivalents and concepts in their first language, and accordingly, teachers switch to L1, so that it facilitates their students' learning and understanding. It can also be inferred that teachers' use of Turkish for referential functions may arise out of time constraints. In other words, when teachers' use of English does not yield the intended messages, they tend to give single words or items in Turkish to save time.

Table 4.2

Teachers' and Students' Switching for Expressive Functions	
Teacher's Percentages	Students' Percentages
55.56 %	59.33 %

Teachers' and students' agreement of switching for expressive functions seems approximate, according to Table 4.2. More than half of the participants have indicated switching to L1 to express their emotions and belonging to one another. Moreover, the majority of the students revealed switching to Turkish for expressive

functions such as to avoid misunderstanding, express themselves easily, and make others understand what they mean.

Table 4.3

Teachers' and Students' Switching for Directive Functions	
Teacher's Percentages	Students' Percentages
77.78 % %	49.33 %

Data obtained from the questionnaire and the interviews show consensus between teachers' and students' employment of Turkish when dealing with personal issues. While teachers demonstrated higher percentage on switching in order to draw their students' attention, none of them indicated switching for persuasion. On the other hand, a large number of students expressed that they switch to their L1 in order to persuade others, peers and teachers, while talking.

Table 4.4

Teachers' and Students' Switching for Poetic Functions	
Teacher's Percentages	Students' Percentages
66.67 % %	44.66%

Concerning poetic functions, the vast majority of the participants, teachers and students, demonstrated resorting to L1 for entertainment purposes, specifically when telling jokes.

Table 4.5

Teachers' Switching	
Switching for Phatic Functions	11.11 %
Switching for Metalinguistic Functions	33.33 %

Since the students' questionnaire does not originally contain items for metalinguistic and phatic functions, the above table offers the percentages of teachers' switching for these two functions only. Only one teacher acknowledged switching for phatic functions, while three teachers made use of Turkish for metalinguistic functions in order to compare and contrast Turkish and English or comment of the features of Turkish language.

To conclude, this study aimed at investigating the Turkish teachers' and students' functions of code switching in the ELT Department. In addition, it intended to see the if there is correlation between the teachers' and students' responses in their reported functions. The data obtained from the current study shows that both students and teachers code switched to Turkish during lessons.

According the questionnaire administered, students demonstrated switching for four major functions: directive, expressive, poetic, and referential. Similarly, in their semi-structured interviews, teachers acknowledged switching for six functions: directive, expressive, poetic, referential, phatic, and metalinguistic. Four functions were found in common between teachers and students: directive, expressive, referential and poetic.

On the basis of the findings of this study, participants mainly code switched to Turkish for providing equivalence, explaining difficult terms, facilitating the learning, avoiding and yielding better understanding, expressing closeness or solidarity and personal emotions, discussing personal issues, and keeping the humorous atmosphere in class.

Chapter 5

Discussion of Findings and Conclusion

5.1 Introduction

In the first section of this chapter, a discussion of the major findings is presented. Then a conclusion of the current research is given, and pedagogical implications and suggestions for further research are offered in the last section.

In this section, the results of the present study are discussed in congruence with the following research questions:

- 1) What are the reasons for code switching as perceived by students?
- 2) What are the reasons for code switching as perceived by teachers?
- 3) Is there any correlation between the students' and teachers' responses?

5.2 Do the Students and Teachers Resort to Code Switching in ELT Classrooms?

According to the findings of the present study, both teachers and students resorted to code switching in their ELT classes. The present study was conducted in an ELT environment and its results are consistent with various studies which have confirmed that code switching is used in ELT classrooms and on different proficiency levels (Yatağanbaba, 2014; Amorim, 2012; Sert 2005).

With no exception, based on the data obtained from this research, all the participants have reported that they code switch to Turkish in their classes. On the basis of Apple and Muyskne's (2006) model on the functions of code switching, the reported reasons for which teachers code switched to Turkish were found to serve expressive,

directive, referential, phatic, poetic, and metalinguistic functions.

On the other hand, according to the questionnaire, students reported different reasons for switching to Turkish which, according to Apple and Muysken's model (2006), are expressive, directive, referential, and poetic.

5.3 Functions of Teachers' and Students' Code Switching

Following a deductive approach of content analysis, each of the teachers' responses was classified depending on the function it served.

5.3.1 Referential Functions

The high majority of teachers (88.89%) and students (55.71%) expressed utilizing code switching for referential functions. While only 20.14 % of students disagreed to switch for referential functions. The participants' use of Turkish was for purposes such as explaining difficult English words, giving the equivalents in Turkish and clarifying what is being discussed to yield a better understanding to the other party.

These findings corroborate with the findings of previous research conducted in the same field (Chowdury, 2012; Çelik, 2003; Jingxia, 2010; Lin, 1990). The main finding of these studies is that the first language was used for introducing new vocabulary. Greggio and Gil (2007) reported the same results on code switching which were to fill a linguistic gap, providing equivalent meanings in L1, and clarifying understanding. Furthermore, Christine's (2007) research supports the findings of the present study by revealing that using the students' L1 proves worthwhile in helping them understand better. Also, Grosjean (2010) briefly reports on the reasons why people code switch: it is because certain concepts or notions can simply be better expressed and understood in the other language; speakers may also

want to fill a linguistic gap for an expression or a word. In his research on teachers' code switching, Cole (1998) notes that "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2" (p.12).

Possible explanations for the participants' switching for this function may be that participants were in favor of providing the equivalents due to time constraints or for facility or difficulty in providing the intended meaning instead of explaining the whole process in English over and over again. Teachers' and students' high preference on switching for clarification or providing better understanding might be accounted for the fear of being misunderstood or for making oneself understood.

5.3.2 Expressive Functions

The great majority of students (59.33%) stressed resorting to code switching for expressive functions under different reasons such as expressing personal emotions, expressing a sense of belonging or solidarity to their peers and teachers, and making others understand what they mean, in addition to expressing themselves easily while speaking. Also, students indicated switching for affective reasons such as feeling less anxious and more comfortable while using L1. Similarly, the largest number of teachers (55.56 %) indicated switching for expressive functions mainly for affective reasons and in order to express solidarity and closeness with their Turkish speaking students.

These results are in line with earlier studies done on the field of code switching. For instance, Collins (2001) reports that L1 is an affective strategy employed by students to feel more secure and comfortable. In addition, Christine (2007) confirms that the use of the mother tongue helps students feel more relaxed and reduces tension. In a

collaborated study, Shamash (1990) and Collins (2001) acknowledged that using L1 in class uplifts the affective environment for study as it contributes to minimizing the students' anxiety while using the language.

Joanna (2003) states in her study that 86.67% of the students made use of code switching when they were unable to express themselves in English. This finding accords with the finding of the current study when 70 % of students reported using the first language to express themselves. Kow (2003) puts forth one of the reasons for code switching is to express group solidarity, which accords with the finding of the current study.

5.3.3 Metalinguistic Functions

Out of nine, three (33.33 %) teachers acknowledged that they code switch to Turkish when commenting on Turkish language, mainly for sociolinguistic purposes. Teachers make use of Turkish for academic purposes by comparing or contrasting English with Turkish in terms of, say, lexicography, morphology and syntax. The use of Turkish for metalinguistic functions appears to be a rewarding strategy that teachers employ to make the utmost of English by exploiting Turkish to draw closer findings on how the two languages differ or juxtapose linguistically and sociolinguistically. The teachers' responses analyzed in the present study are consistent with Ruan (2003) who concluded that teachers code switched to Chinese for metalinguistic functions. In another similar study, Redinger (2010), in his case study, found that teachers employed Luxembourgish for fulfilling metalinguistic functions.

5.3.4 Directive Functions

Switching for directive functions is a common place for both teachers and students according to the findings of the present study. With 49.33%, students reported switching for directive functions mainly when discussing personal issues with their teachers or peers and when trying to persuade others and attract their attention. However, 27.33 % opposed to using Turkish for these purposes. On the other side, seven teachers (77.78 %) out of nine have indicated that the reasons for using Turkish in their ELT classrooms were for directive functions. Teachers' directive functions were mainly for discussing personal issues and drawing the students' attention. Code switching for the purpose of excluding others parties from the conversation was confirmed in the research of Romaine (1995) and Wardhaugh (2006).

It can be inferred that Turkish speaking students are not in favor of appearing inappropriately or would not like disclosing their personal issues to their international peers. For this reason, they resort to their L1, so that the issue being discussed will be kept optimally among speakers of Turkish in class. On their behalf, the majority of teachers seem to respect their students' desire for privacy and respond accordingly by using Turkish. Another probable interpretation for the teachers' switching to Turkish is that from time to time, they feel that their Turkish speaking students are not paying attention in some occasions and that by saying something in their native language, they can get them back to the class atmosphere. Based on the previous literature in Malik (1994) and Flyman-Mattson and Burenhult (1999), code switching has an impact on drawing the attention of hearers, which is in line with findings of the present study.

5.3.5 Phatic Functions

Only one teacher has expressed that they use Turkish for a phatic purpose: to emphasize some parts on the conversation. This function is confirmed in the studies of McHatton, et al (2006) and Skiba (1997) who also reported code switching cases for phatic functions.

5.3.6 Poetic Functions

Most teachers (66.67%) and students (44.66%) confirmed switching for poetic functions such as telling jokes and switching for entertainment purposes, a finding supported by other research on the same phenomenon. For instance, Zentella (1990) found that speakers who were bilingual were more likely to code switch when telling jokes. A similar finding was reflected in a study conducted in Taiwan. In their investigation on code switching, Tien and Liu (2006) concluded that code switching has socializing effects among students and teachers. In order to gain students' recognition and to maintain interest, code switching is used to win the students' hearts. In another study conducted in a Japanese context, in his functional analysis of code switching, Siegel (1995) revealed that students code switched to their native language for humor purposes.

5.4 Pedagogical Implications of the Study

By looking closely at the findings of the present study as far as the use of Turkish is concerned, the following pedagogical implications can be concluded:

- 1) The medium of instruction and communication should be carried out in English as much as possible.
- 2) Teachers should present in the classroom mainly for communicating in English, and if necessary, in Turkish.

- 3) The use of Turkish in classroom is not necessarily something that should be discouraged, avoided, or negatively affecting the learning and teaching environment.
- 4) It may be suggested that successful and planned uses of code switching, as teachers and students did in this study, enhances learning, helps students express themselves better, helps to avoid misunderstandings in parts of delivering the lesson content.
- 5) Students' and teachers' switching to Turkish can reactivate the positive atmosphere in the classroom and imbue the class with delightful moments.
- 6) Teachers' switching to Turkish can be strategically used in order to draw their attention to what is being said.
- 7) Teachers' switching to Turkish on the single-item level would most be helpful when it saves them the class time and helps delivering the meaning for students.
- 8) Teachers' switching to Turkish may be utilized for sociolinguistics and linguistics purposes and can be academically purposeful when used to compare and contrast the two languages.
- 9) The presence of teachers in classroom has a vital role for preventing students from overusing Turkish during the lesson.

5.5 Conclusion

On balance, the functions observed in the current study are consistent with the findings of earlier studies in the literature on code switching. This confirms Sert's (2205) belief that "in ELT classrooms, code switching comes into use either in the teachers' or the students' discourse" (p.1). This present research is in consensus with the findings of Borlongan (2009). He stressed that in the classroom context, code

switching appears to be used both by students and teachers. By comparing the findings of this study with previous investigations on code switching from different perspectives (Boztepe, 2009; Yletyinen, 2004), there appears to be a common conclusion: code switching is indispensable and is used purposefully most of the time in the classroom.

Therefore, as analyzed in this study, taking into account the data obtained on the functions of code switching, it can be suggested that code switching is not a mere alternation or use of two or more languages (Grosjean 2010; Hymes, 1977). Rather, it is the intentional choice of language which enhances the classroom environment on many sides and delivers the message better than one could do in another language. It might be inferred from this research that the teachers are aware of the fact that communicating in English solely with the students is not a natural process in the classroom since each switch has a specific function that is intentionally serving a purpose.

Thus, in relation to the literature, code switching displays a variety of positive aspects in the classroom context. Whether code switching has any negative aspects, or the use of it should be forbidden in class or allowed, Zentella (1981) expresses that "it seems premature to ban code switching from the classroom when we do not know what we are banning along with it" (p.130). He further expresses, "nor is it helpful to say it should be incorporated into the classroom in a mechanistic way" (p.130).

5.6 Limitations and Suggestions for Further Reading

One of the limitations of the current study is that it did not investigate for the perceptions and attitudes of the teachers and students towards the employment of code switching in the classroom. Such an investigation would draw further conclusions as to whether the participants view code switching as advantageous or disadvantageous or whether their attitudes or perceptions towards code switching match with their practices or avoidance of switching to their native language.

One more lack of the present study is that it utilized a student questionnaire and teachers interviews, with no observations conducted. More insightful conclusions towards code switching in ELT classes would be drawn if observations were made and the data triangulated, so that more validation of data would be obtained.

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APPENDICES

Appendix A: Teacher Semi-Structured Interview Questions

- 1) What do you think about the use of code switching in ELT classrooms?
- 2) How often should Turkish be used in ELT classrooms?
- 3) If you code switch in your classroom, when and why do you do so?
- 4) Do you see any advantages in your code switching in classrooms, and why?
- 5) Do you see any disadvantages in your code switching in classrooms, and why?
- 6) If a student speaks to you in L 1, which code would you employ to reply? And why?
- 7) If your students find difficulty understanding what your are talking about, say, explaining a grammar point, assigning a homework or an activity, would you employ our L 1 in this case? If not why?
- 8) Could you please explain why your code switching contributes to or hinders learners' language learning?
- 9) You taught several classes, did you code switch in all of the classes? If not, why?
- 10) When discussing personal issues, which code do you think is more appropriate to use and why?
- 11) Do you use English when discussing all kinds of topics? Or you employ L 1 for specific topics? Like what?
- 12) When explaining unfamiliar concepts, or when there are no similar words in English, which code do you employ? And why?
- 13) According to your experience, which code would maintain your students' interest and keep the lesson more enjoyable, L1 or L2 or an adherence of both, and why?
- 14) Do you think there is a relationship between your choice of the code and your affective situation (whether anxious, comfortable, uncomfortable, etc.)? Explain please.

Appendix B: Student Questionnaire Items

Gender:

Age:

Email:

Read each of the following items carefully please and tick the answer which best describes your degree of agreement or disagreement. The information you provide will not be disclosed to anyone and will only be used for research purposes. The following degrees are used: strongly agree, agree, not sure, disagree, and strongly disagree.

If you code switch to Turkish in classroom, you do so for the following reasons:

No	Item Description	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	To discuss personal issues					
2	To avoid misunderstanding					
3	To make others understand what I mean					
4	To attract attention					
5	To quote something said by others					
6	To express loyalty to my culture					
7	To create a sense of belonging					
8	To persuade others					
9	To discuss certain topics which can be more appropriate to discuss in Turkish					
10	To make the lesson more enjoyable					
11	To crack jokes					
12	To express myself easily					
13	To express personal emotions (anger, sadness, happiness, etc.).					
14	Because I feel comfortable in using more than one language when speaking					
15	Because it helps explain difficult concepts					
16	Because it helps make learning English easier					
17	Because it helps carry out tasks easily					
18	Because it decreases my anxiety when speaking					
19	Because it is hard to find proper English equivalents					
20	Because there are no similar words in English					
21	Because I think sometimes in Turkish					
22	For habitual expressions					

For what other reasons would you code switch? Please elaborate.

Appendix C. Consent Form for the Teacher Interview

DESCRIPTION: You are invited to participate in a research study on the reasons of code switching between Turkish and English as perceived by teachers.

PROCEDURES: With your permission, we would like to collect information about the reasons why you think you code switch for. This will involve asking you questions and audio-recording your voice for practical reasons.

RISKS AND BENEFITS: Your responses will be kept confidential. All of the information requested will be about professional achievements. Any information about you will be obliterated since all your responses will be coded. The study will benefit you as to the employment of code switching in your classroom.

TIME INVOLVEMENT: Your participation in this study will require approximately 20 to 30 minutes maximum.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this study, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your identity will not be disclosed in any published and written material resulting from the study.

CONTACT INFORMATION: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the researcher via the following email: malek.othman@hotmail.com

Your signature below indicates that you have read this Letter of Consent and have had any questions answered to your satisfaction.

Name: _____

Date: _____

Signature: _____

Appendix E: Permission Letter

June 13, 2015

Dear Asso. Prof. Dr. Javanshir Shibliyev,

Chair of the ELT Department

As part of my master's study entitled "Functions of Code Switching: A Case Study", I need to conduct research at Eastern Mediterranean University, Faculty of Education, English Language Teaching Department. More specifically, I would kindly like to to conduct my research for the following:

- a) Administer a questionnaire to ELT students
- b) Conduct interviews to ELT instructors

Thank you for your consideration

Yours Sincerely,

Muhammad Malek Othman

Tel: 0090 533 8555 288

Email: malek.othman@hotmail.com

Attachments:

Student questionnaire

Teacher interview questions

Appendix F: Teachers' Interview Transcription

Switching for Personal Reasons

T 3

"... Turkish, well... mmm I prefer this to be done in my office, in the corridor, outside the language classes".

R: "why would you prefer it to be Turkish?"

"I think my students would prefer Turkish to discuss the personal matters with them, and in order to help them feel, you know, relaxed, at ease... not to put them off... I would continue communication in their L1, otherwise, I would not mind doing it in English".

T 4

"Well, when you say personal issues... most probably there are very sensitive issues... well...mostly I try to evaluate the mood of the person in front of me and ... I think "well, should I speak English or Turkish"... if I use English and he misinterprets, then I might do harm than the good... so I tend to use Turkish... but if I see tat he is in a very relaxed atmosphere... and he can follow what I am saying in English. you can see from the mimics, gestures, and from the face of the person what he would be willing to communicate with you... in English or in Turkish. So mostly I think the person in front of me will have the huge impact whether I choose Turkish or English. but the basic principle is you know... which one is going to me most beneficial for him. I think most probably it is going to be in the Turkish language.

Switching for Drawing Attention

T 4

"Yeah I mean attracting their attention ... making them focus... in order to bring variety to the atmosphere at that moment...To draw their attention..."

Switching for Solidarity and Closeness

T 1

"When if it is really an off topic... I mean if it is not related to their subject matter, then yes... I might... if it is you know a social chat, not about the subject matter. It may also help your rapport with students, your relationship. I mean learning first, but to a limited extent. If they will feel better that you are listening to them attentively and you are like a friend to them, that may help.

T 3

"I may use it for social purposes because the social atmosphere in any classroom is crucial, as greeting, welcoming them at the beginning of the school, wishing them nice holiday at the end of the semester... errr... those would be the most occasions where I would use L1. ...but once again I try not to use it too much apart from maybe from errr whatever instances of socialization I may have with my students.

T 8

"... to express solidarity... or to say I am here... or imagine you want to joke... if your student is an Arab, and then you say "Mashallah", he will smile at you, he may feel a bit happy. If your student is Russian, just one word, one phrase, he or she may

feel happy... ok I am here... it is just to say Ok! I understand, we are together... we are in the same boat... In most cases, I use code switching for sociolinguistic purposes, for example, if something has happened, they look gloomy or something sad, I say something in their native language. I believe that I express my solidarity with them.

Switching for Affective Reasons

T 1

"Only when I get very angry... errr... it happened once, and I was surprised by myself. The student did not understand what I was trying to say and I was just trying to arrange an office hour for them and he insisted on saying... mmm. I am not coming I... I do not want to wake up early that day, and you know... I was very busy and I was trying to do the best for them... and the way he was talking like that... I mean errr. I got furious and after talking in English for a while, I found myself talking in Turkish because he is from Turkey and I wanted him to understand me very well... So it is definitely related to your situation".

T 3

"Yeah absolutely... I think it applies to any person whenever... a person is very very affective through in ... I think it is only to natural for that person to resort to his or her mother tongue in order to express more current feelings... or associations ... or attitudes. I think it is only to natural that we would do it through L1".

T 7

"Sometimes, for example, errr... I may get very very angry, for example, they are talking, while I am trying to explain something, so I stop for a minute, and say maybe one or two sentences warning repeated in L1 as well. First, I complain about my students to my students in English and then, I feel the need to say the same thing in one or two sentences in Turkish to show my dissatisfaction or dissatisfaction".

Switching for Jokes and Amusement

T 4

"It is quite ok you know regarding jokes. Sometimes, I tell a joke in Turkish, and I say to the Turkish speakers, explain it to your other friends. To be honest with you... I do this especially with mmm... students whom I want to make fun of... when I say "make fun" not in a negative sense. Let's say there are times in the classrooms you get a kind of errr very boring situations ... students are not listening or they tend to be listening but they are not very careful about what is going on in the classroom... so in that case you change the atmosphere of the classroom... usually in those kinds of situations I may code switch to the native language depending again on the composition in the class... if there are so many international students in the classroom, or even if I do code switch... I just apologize for this and tell them that I will explain to them in English simply but if I try to explain... still it is not like... you know when jokes translated... the whole spirit goes away.

Switching for Metalinguistic Functions

T 3

"In my linguistics class, we deal with data from different languages, and for example, sometimes in the book we have data from Turkish, so... that might be considered one

of the cases of code switching where we try to find equivalency between the two languages, in terms of errr... word structure, sentence structure... so those would be the occasions we we may resort to learners' L1... for academic purposes... in order to see whether there is similarities or differences in terms of the morphological or syntactic structures between their L1 and the English language, errr... and of course it is very rewarding".

T 6

"For contrastive analysis... errr... translating, seeing the differences and similarities between the two languages... that would be helpful in explaining grammatical differences. I use L1 like errr... let me give you one example... an idiomatic expression let's say...I explain that we say that in Turkish ... with that expression... we try to analyze how that idiomatic expression is the same or different in English... just to compare and contrast... errr... but that's for the purpose for contrasting and comparing, but not for the sake of using L1".

T 8

"In my subject matter classes, for example in "Language and Society", I code switch more because my aim is not to teach English sociolinguistics there... my aim is general sociolinguistics. So that's why when I provide examples, I give only few examples or some examples from English, regional dialects or social dialects. If my students are Turkish or from Turkish backgrounds. If they know the Turkish context better, why should I give examples from dialects concerning England or America? So that's why I prefer giving examples from dialects that represent themselves; Cypriot Turkish dialects, and sociolects, or Karadeniz Turkish. In other words, I

believe if I provide examples in their native language from their native dialects, they will understand the theory better... when I talk about lexicology or borrowings, I provide examples not from English only and from other languages as well. Then I say for example, this is a Turkish word, this word comes from there.... Concerning the international students, I may ask them how they say this or do they have this".

Switching for Explaining Unfamiliar Concepts and for Lack of Equivalency

T 3

"I think I would rather go for paraphrasing... concepts are universal ...of course there are some concepts which are schemata specific but I am sure there are equivalent concepts in other languages and cultures. And if it does not help, then maybe I would resort to code switching in Turkish".

T 4

"Well I would try to simplify things... you know... but if I am to give the exact equivalent... then I would definitely shift to Turkish... I would prefer using English ... but if there is a need that ... you know... you need to give the exact meaning, then I will resort to L1... you have got no other choice".

T 9

"Also, when I teach English proverbs and explain the meaning, my students demand that I also give them the Turkish equivalent. In such cases, I give them say the similar Turkish proverb. I give examples and synonyms first. If that doesn't work, I explain in L1 to save time... some words do not have an exact translation".

Switching for Other Reasons

T 6

"I mean to address... one to one questions... I mean if there is a question from a student and the answer is not satisfactory... or if the student does not get the answer in English, and I...errr... by saying sorry to the others, I would in a sentence code switch to the mother language and explain briefly I mean if that could be something related to procedures, but if it is related to content... to the core of the lesson... I would rather stick to English. so my answer to your question is maybe things that are related to procedural issues... or instructional issues or maybe a very brief explanation of a technical detail".