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MA APPLIED LINGUISTICS AND TESOL

AN ANALYSIS OF CODE-SWITCHING  
IN TURKISH EFL CLASSROOM INTERACTION

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## **Declaration**

I declare that all the material which is not my own has –to the best of my ability- been acknowledged. The material in this thesis has not been submitted previously by the author for a degree at this or any other university.

Signed: Gokhan AKKAYA

Date: 12-10-2012



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## ABSTRACT

This study investigates the role of code-switching (CS) between Turkish (L1) and English (L2) in Turkish EFL (English as a foreign language) classroom interaction. It aims at describing and analyzing the pedagogical functions and sequential organization of CS in teacher talk.

The research draws on the recordings of four intermediate level listening/speaking lessons which are collected at Yildiz Technical University in Istanbul, Turkey. CS examples from the transcriptions are analyzed according to functional analyses of discourse analysis (DA) and sequential analysis of conversation analysis (CA).

The findings reveal that teachers code-switch to L1 for the following thirteen pedagogical functions: ensuring comprehension, checking comprehension, eliciting L1 equivalent, giving expanded explanation, giving feedback, classroom management, shift to main topic, encouraging learners to use L2, for humor, dealing with procedural trouble, time management, expressing social identity and to provide metalanguage information. The findings also show that there is a systematic preference organization in teacher talk in terms of code-switching between Turkish and English.

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## Abbreviations

<b>CA</b>	Conversational Analysis
<b>DA</b>	Discourse Analysis
<b>CS</b>	Code-Switching
<b>ELT</b>	English Language Teaching
<b>EFL</b>	English as-a-Foreign-Language
<b>SLA</b>	Second Language Acquisition
<b>L1</b>	First Language
<b>L2</b>	Second Language

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## **CHAPTER I- INTRODUCTION**

### **1.1 Purpose and Scope of the Study**

The purpose of this study is to analyze code-switching (hereafter, CS) in Turkish EFL (English as a Foreign Language) classroom interaction. The study aims to fulfill this purpose by describing and analyzing CS examples in teacher talk in four listening /speaking lessons at a Turkish university.

Throughout the history of English language teaching, researchers have used different methodologies and approaches to investigate the nature of learning and teaching English. While approaches like Grammar Translation and Audiolingual Method were popular in early years, communicative approaches to language teaching has been dominating the language teaching practices in the recent years. However, these communicative approaches and related research have failed to give necessary importance to understand the dynamics of communication which takes place between learners and teachers in language classrooms. This deficit in language research has been criticized harshly and new approaches for SLA research have been proposed recently. In this respect, Firth and Wagner (1997:285) accused the mainstream SLA research of ‘failing to account in a satisfactory way for interactional and socio-linguistics dimensions of language’. Following this reconceptualization of SLA research, more emphasis has been given to understand the actual interaction taking place in classrooms. Methods like Conversation Analysis (henceforth, CA) ,which takes the participants’ understanding of the interaction into account, (an emic perspective) has begun to be used more in second language research.

This study is also a result of this recent tradition and aims to understand the dynamics of classroom interaction by investigating a commonly observed phenomenon (CS) in bilingual classrooms. As methodologies it uses functional analysis of Discourse Analysis (henceforth, DA) and sequential analysis of CA. By applying the emic perspective of CA, it tries to help the better understanding of CS in classroom interaction in an EFL setting.

Even though there are a number of CS studies in both classroom and out-of-classroom discourse, there is a need for further research in Turkish EFL context with regard to the role of CS in classroom interaction. Some earlier studies (cf. Unstunel, 2004) highlighted this need and suggested for further research. It is this research gap the present study aims to address.

## **1.2 Research Context**

English has an EFL (English as a Foreign Language) status in Turkey which is defined by Crystal (1995) as English used in countries where people do not speak it as their mother tongue or use it as medium of communication.

Even though the utmost importance has been given to teaching English in national education of Turkey in theory, there have been significant problems in practice, especially in the state schools. This failure has also been acknowledged by the Ministry of Education as the language policy has been changed several times in the last decade. The starting age to learn English is decreased from 12 to 10 in 1997 and from 10 to 8 with the implementation of a new language policy in 2012. However, students still have difficulty in improving their skills in this language and they have

to enroll in ‘one year intensive language course (prep classes)’ before starting their BA degrees.

The research context for this study is a school of foreign languages at a Turkish state university (Yildiz Technical University) in Istanbul, Turkey. This school of foreign languages (where I worked previously and collected the data for this study) also offers this kind of intensive English instruction. Most of the degrees in this university has at least 30% of English as the medium of instruction. So, in order to meet the demands of their departments, students have to know English at least at intermediate level. In this intensive course the school aims to prepare students for their prospective education. The schools summarizes its policy to teach English as follows:

“In order to prepare YTU students for performing academic tasks in English, SFL aims to give English language education by combining contemporary approaches, methods and techniques to meet the goals of the university; to form a strong basis for students to learn a foreign language necessary for both academic and business life; and to enable students to be self-confident, responsible and autonomous learners through their education.”

(taken from [www.ybd.yildiz.edu.tr](http://www.ybd.yildiz.edu.tr))

I selected four listening/speaking lesson in this school to obtain the necessary data for this study. The reason why I chose these lessons is that they are expected to produce more classroom interaction as the aim of these lessons is to maximize the opportunities for learners to speak L2. Most of the learners and all teachers speak Turkish as their first language. There are several students whose first language is not Turkish but can speak advanced level of Turkish as their L2. So, it was possible to CS in these classrooms.

### **1.3 Methodology of the Study and Research Questions**

This study aims to contribute to better understanding of CS phenomenon in Turkish EFL classroom interaction. To fulfill this aim, it poses the following research questions:

- i) What are the pedagogical functions of CS in teacher talk in these classrooms?
- ii) What is the sequential organization of teachers' CS in these classrooms?

For this study, I recorded four listening/speaking lessons to describe and analyze CS in classroom interaction. There are two research methodologies in this study: the sequential analysis of CA and functional analysis of DA. I used CA to describe and give a better understanding of the organization of CS in classroom discourse. The 'emic' perspective of CA made it possible to understand participants own understanding of interaction.

I also used DA to categorize CS examples into functions with regard to teachers' pedagogical functions. This study uses similar methods to answer similar questions asked in Ustunel (2004). In this respect, this study can be regarded as a 'replication' of Ustunel's study as it investigates a similar context in Turkey.

### **1.4 Organization of the Study**

The study consists of five chapters. This chapter provides an introduction to the rest of the study. Chapter two reviews the related research and provides a theoretical base to the study with regard to different methodological approaches to CS. The third chapter explains the methodology and describes the research design. It also provides

information about data analysis and ethical considerations. Chapter four describes CS examples in transcribed extracts and analyzes the role of CS in classroom interaction. Finally, the last chapter summarizes the findings and limitations of the study. Suggestions for further research is also given in this chapter.



## **CHAPTER II- LITERATURE REVIEW**

### **2.1 Introduction**

The aim of this chapter is to provide a review of the research related to the present study. In the section 2.2, a brief history of CA and its fundamental characteristics will be introduced. 2.3 gives a definition of the term ‘code-switching’ and talks about some issues on CS. 2.4 summarizes discourse analytic studies while 2.5 reviews conversation analytic studies on CS. 2.6 tries to give some brief information about studies carried on CS in Turkish EFL context. Section 2.7 provides an overall summary of the chapter.

### **2.2 A Brief History of Conversation Analysis**

This section aims to provide some basic information about CA and its development as a methodology. Some basic concepts and terminology related to CA will be introduced in the methodology section.

Conversation analysis has its roots from ethnomethodology which was developed by Harold Garfinkel. As a branch in sociology, ethnomethodology deals with the everyday activities by which people in a society establish a mutual understanding (Liddicoat, 2011). In other words, it is ‘a research policy focusing on the study of common sense reasoning a practical theorizing in everyday activities’ (Ten Have, 2007:6). By establishing ethnomethodology, Garfinkel tried to unearth ‘how the structures of everyday activities are ordinarily and routinely produced and maintained’ (Garfinkel, 1967:35-36). It was Erving Goffman who put more emphasis on the study of everyday examples of social interaction (Goffman, 1959, 1967, 1981). Goffman regarded everyday activities not trivial, but rather, they can be a

significant subject to investigate. His work has proven that studying ordinary activities can give invaluable information about how people socialize. He emphasized the need for studying everyday examples of speaking which he thought had been neglected in the previous studies. In this vein, he maintained that

“Talk is socially organized, not merely in terms of who speaks to whom in what language, but as a little system of mutually ratified and ritually governed face-to-face action, a social encounter. (Goffman, 1964:65)

It was after these approaches to everyday activities that CA emerged as a separate methodology to study social order as it is established while people engage in everyday conversation. In the late 1960s and beginning of 1970s, the works by Harvey Sacks and his colleagues Emmanuel A. Schegloff and Gail Jefferson started CA as a separate discipline which aims to contribute to a better understanding of organization in people’s talk. CA in this sense tries to understand how social order is accomplished through interaction and it utilizes a micro-analytic approach to study human interaction (Liddicoat, 2011).

In the early days of CA, researchers mainly tried to reveal the organization of everyday conversations such as the talk between friends or family members. Later, it also scrutinized the dynamics of talk in institutional settings. The present study also tries to serve this aim.

According to Sacks (1992), there is an order in everyday conversation and this order is established at all points. It is because of this orderliness people can get similar results when they use similar methods in more or less identical situations.

Seedhouse (2005: 166-167) summarizes the four fundamental principles of CA as follows:

- 1) There is order at all points in interaction: Talk in interaction is systematically organized, deeply ordered and methodic.
- 2) Contributions to interaction are context-shaped and context renewing: contributions to interaction cannot be adequately understood except by reference to the sequential environment in which they occur and in which the participants design them to occur. They also form part of the sequential environment in which a next contribution will occur.
- 3) No order of detail can be dismissed a priori as disorderly, accidental, or irrelevant (Heritage 1984: 241). CA has a detailed transcription system, and a highly empirical orientation.
- 4) Analysis is bottom-up data driven: The data should not be approached with any prior theoretical assumptions, regarding, for example, power, gender, or race; unless there is evidence in the details of the interaction that the interactants themselves are orienting to it.

### **2.3 Code- Switching**

Code-switching which can simply be defined as ‘the alternate use of two or more languages, varieties of a language, or even speech styles’ (Hymes, 1977: 103) is a commonly observed phenomenon in language teaching classrooms. In the literature, this phenomenon is also called with different names, such as code-alternation, language mixing or language alternation. (Ustunel, 2004). However, throughout this study only the term CS is used for the sake of consistency.

CS can be regarded as the most prevalent and distinctive characteristic of bilingual talk. In spite of its wide prevalence, it may not attract the necessary attention in many bilingual contexts (Wei and Martin, 2009). However, foreign classroom context, in this sense, is an exception and has drawn significant attention in recent ELT research. This is mainly because a mismatch is generally observed between many educational policies and real teaching practices in terms of using L1 in language classrooms. This conflict has been proven in different educational contexts (Canagarajah, 2005). In a

similar vein, another tension is also observed in language classrooms. This tension is referred in Jacobson and Faltis (1990:174-175) as ‘the tension between the desire to use the target language exclusively and the need of the student to understand as much as possible of what is being taught’. The effects of this latter tension are also observed in this study and will be mentioned in the conclusion chapter.

Even though there are considerable amount of CS research in other contexts, this study builds its bases on CS studies in classroom setting and is mainly concerned with CS in teacher talk. For this reason, the rest of the chapter will touch upon the studies related to classroom discourse. By doing so, it takes Martin-Jones’ (1995) classification of CS studies into account which divides CS classroom studies into two groups as follows:

- a) The first group includes early studies which have focused on the communicative functions of CS in classroom interaction. In these studies, a discourse analytical approach is used.
- b) The second group consists of more recent studies which have used a conversation analytical approach to CS in classroom setting which have aimed to uncover the sequential flow of classroom discourse.

#### **2.4 Discourse Analytic Studies on CS**

The first DA studies on the phenomenon of CS in bilingual classrooms started with Milk (1981) and Guthrie’s (1984) studies (Martin-Jones, 1995). Milk (1981) studied a civic lesson in a Spanish-English bilingual classroom in the US and concluded that while both languages are used during elicitation process, English is the main

language in classroom interaction. As for Guthrie's (1984) study, one monolingual and one bilingual teacher who taught American-Chinese elementary school students in California are observed and five different functions of CS are found. These functions are as follows: for translation, as a 'we code', for procedures and directions, for clarification and to check for understanding.

In his review of discourse analytic CS studies, Ferguson (2003:39) classifies the studies into three groups as follows:

- 1) 'CS for curriculum access (e.g. to help pupils understand the subject matter of their lessons)'
- 2) 'CS for classroom management discourse (e.g., to motivate, discipline and praise pupils, and to signal a change of footing)'
- 3) 'CS for interpersonal relations (e.g., to humanize the affective climate of the classroom and to negotiate different identities)'

There are also many other studies investigating CS in L2 classrooms and the rest of this section aims to provide some of these studies' findings. One example is Nzwanga's (2000) study in which she analyzes CS in French as an L2 classroom interaction. She finds out that there are two levels which are formal and informal. The formal level is about the functions related to teaching and practicing the target language while the informal level is related with classroom management and administration. Unlike the findings of this study, she observed that giving explanation and commenting are realized only through the target language in that classroom.

In another study Qian et al. (2009) investigated CS between Chinese and English in a primary school in China. In their study, they analyzed 20 video taped lessons from grades 1-4. The study reveals three broad categories of CS functions, namely methodological (for translation, clarification, highlighting, efficiency), social (for

praise, encouragement, disapproval) and multiple functions (kind reminder and efficiency, kind reminder and highlighting; kind reminder, praise and highlighting). The results also mark that teachers utilize CS in order to promote classroom interaction and securing classroom management. In addition, a suitable amount of CS can improve positive habits of learning and strengthen teacher-student relationship.

Then and Ting (2011) compared English and science teachers' CS in secondary schools in Malaysia. They recorded thirty-six lessons and found examples of CS in twenty of them. The study identified the following functions of CS in English and science teachers' talk: reiteration, quotation, terms of reference, interjections, addressee specification, message qualification, situational CS, objectivisation, personalization. Using Gumperz's semantic model of CS, they decided that the most commonly used functions are reiteration and quotation. In addition, English teachers are found to code-switch more often than science teachers. Their findings also suggest that CS promotes learning.

Another study by Raschka et al. (2009) discusses CS phenomenon in terms of the tension and conflict related to perceived functions. They analyzed teachers' CS in two commercial schools in Taiwan and they identified seven functions (linguistic insecurity, topic shift, affective, socializing, repetitive, metalinguistic and classroom management and/or questions) which they adapted from Flyman-Mattsson and Burenhult (1999). It is concluded that “ ‘English-only’ is a lazy rule in that we do not have to think about when and where CS is valid and useful and where and when it is pedagogically invalid and less than useful” (p.170).

Sert (2005) also critically evaluates the functions of teacher CS and the possible outcomes in terms of pedagogical aims. He explains the three functions (topic shift, repetitive and affective functions) of teacher CS proposed by Mattsson and Burenhult (1999) in detail as well as touching on CS in student talk and out-of-classroom bilingual contexts. He asserts that teachers may code-switch unconsciously, which implies that they are not always aware of the functions of their CS or possible effects they may pose. In this sense, under some circumstances, CS in teacher talk is an unconscious and automatic behavior. He concludes opposed to the commonly believed idea that CS jeopardizes language learning process (especially by the proponents of Communicative Language Teaching), it can foster classroom interaction and language teaching if it is used effectively. However, he also warns that if teachers fail to prevent possible negative outcomes of CS, learners may have problems in long term when they interact with native speakers of the target language in terms of maintaining mutual intelligibility.

Most of the studies mentioned in this section categorize examples of CS in classroom interaction in different ways. For example, Ferguson (2003) identifies three broad functions and puts similar functions into one group. However, in this study a different categorization is preferred and each function is mentioned separately. By doing so, this study aims to give a more detailed picture of pedagogical functions of CS in teacher talk in Turkish EFL context.

All these DA studies converge in that CS in teacher talk can serve different pedagogical functions and it can be supportive for learning and teaching process if it is used cautiously and efficiently. I also observed that CS in teachers' talk serve different pedagogical goals and can be categorized into different functions. In

addition, these studies imply that CS can be inevitable for teachers in most of the situations and it is also very challenging for learners to ignore it (Ustunel, 2004). This finding is also in accordance with the findings of this study. Lastly, the tension mentioned by Jacobson and Faltis (1990) is also observable in most of the CS instances in this study. I believe that it is because of this tension teachers feel the need to use Turkish in their lessons. It is worth mentioning here that the findings of the present study correspond with the findings of above-mentioned studies to a large extent.

## **2.5 Conversation Analytic Studies on CS**

Conversation analytic approach to study SLA concepts does not have a long history. An increase in such studies has been observed after Firth and Wagner (1997) seminal work in which they criticize SLA studies for the lack of emic approach and ignoring the social and contextual aspects of language learning.

In this respect, Markee (2000) proposes a CA-for-SLA perspective and explains it as follows:

“from a CA perspective, the micro-level analysis of organization (i.e., turn-taking, repair, adjacency pairs, preference organization) clarifies how speakers routinely implement the collaborative and orderly achievement of talk. From an SLA perspective, this level of analysis illuminates how and why learners may be able to learn new languages by doing talk” (p.82)

As for conversation analytic approach to CS, the first examples are very recent. Ustunel (2004) asserts that her study is the first study which investigates the phenomenon of CS from a CA perspective. In this study, she recorded six beginner level English classrooms in Izmir, Turkey. She analyzed the data from lessons

according to sequential analysis of CA. She scrutinized the CS instances by asking the basic question of CA which is “*why that, in that language, right now?*” (p.1). The findings reveal that there is an order in terms of preference organization pattern in teachers’ CS. It is also found that teachers code-switch to L1 to repair trouble if students give a pause of more than one second before replying teacher’s question. She concludes that using L1 is inevitable for teachers in most of the situations and it can be harder for students to ignore CS in EFL classrooms. For this reason, she recommends using both L1 and L2 in EFL contexts. She also highlights the need for more investigation in similar contexts to check the applicability of her findings. The present study aims to fulfill this suggestion investigating CS in a similar context by using similar methods used in Ustunel (2004).

After this first attempt, there have been other similar studies on CS using CA methodology. For example, Mori (2004) studied a peer interactive task in a Japanese as a foreign language classroom. She used CA methodology as the main tool. In this case study, she shows how to use methodological framework of CA to study CS and classroom interaction. It is suggested that by using CA to investigate classroom interaction, researchers can have a better understanding of classroom policies and instructional designs.

In addition to the findings mentioned in the previous section, Raschka et. al (2009) also found that teachers in a Taiwanese classroom apply to CS in order to design their classrooms.

Ziegler et al. (2012) analyzed the multilingual resources used by plurilingual teachers and students in Luxemburg. Using the data obtained from two English language

classrooms, they provided examples of student use of multilingual resources and how teachers manage the next turn. The findings suggest that students utilize multilingual resources in accordance with pedagogical focus in classroom discourse.

Lastly, Lehti-Eklund (2012) investigates the role of CS in teaching and learning Swedish as a foreign language in Finland. The study looks into learners' language choice when they repair turns. The findings suggest that learners make a distinction between their L1 and L2 in terms of repair patterns. It is found that they stick to target language for institutional work while they use their L1 to repair in language reserved for interaction.

This present study also analyzes the sequential organization of CS in teacher talk. It is observed that there is a systematic preference organization in terms of teachers' code choice. Teachers use CS to repair any present or likely trouble in classroom interaction. It is also found that teachers give a very short pause or no pause at all before CS when the pedagogical focus is on ensuring comprehension.

A more detailed description of the findings will be provided in discussion and conclusion chapters.

## **2.6 Code-Switching Studies in Turkish EFL Context**

One of the very first studies carried on CS in Turkish EFL setting is Eldridge (1996). In his study, he describes and analyzes CS in young learners' talk in a secondary school in Turkey. He concludes that CS in language teaching classrooms is a very normal and purposeful phenomenon and it can foster language teaching and classroom interaction. He proposes three explanations for this finding: a) CS in classroom is a very practical strategy and can help learning/teaching process in the

short term. However, it may hinder acquisition in the long-term b) applying to CS is a normal consequence of interlanguage of learner and it is a developmental effect. As a result of this, prohibiting CS may impede the acquisition process c) there can be a strong relationship between CS and learning styles. Even though preventing CS in classroom can facilitate some students' learning, it can also negatively affect the development of learners by decreasing motivation.

Sen (2010) also looks into the use of Turkish in foreign language classrooms in Turkey. Using pre-observation interview and classroom observations, he describes how teachers use L1 to focus on form. The findings of the study suggest that teachers use CS in order to ensure understanding. The study also asserts that teachers apply to CS as a last resort when focus is on form. The teachers in the study believe that their explanations in L1 play a reassurance role and consolidate what learners have learned in L2. The present study confirms the findings of Sen (2010) in that teachers often code-switch for metalinguage information. However, as it will be seen in discussion chapter, ensuring comprehension function is not limited to focus on form instances of CS.

Finally, Ustunel and Seedhouse (2005) investigate 'teacher-initiated and teacher induced CS' in Turkish university EFL classroom setting and describe the organization of CS using CA methodology. The study makes a connection with pedagogical focus and language alteration. The findings reveal that there are three systematic patterns in terms of preference organization in classroom interaction. First of all, teachers code-switch if there is more than one second pause before learners reply. Secondly, teachers use their L1 to elicit response in the target language and learners can manifest alignment or misalignment with this pedagogical goal

depending on their language choice. Lastly, teachers induce learners to use L1 and learners express their alignment by using their first language. The study concludes that CS is an invaluable resource both teachers and students can use to maintain classroom interaction. This statement is also supported by the present study and many other studies (cf. Celik, 2008; Sert, 2005).

The findings of this study also confirm the findings of Ustunel and Seedhouse (2005). The second and third patterns mentioned in their study are also observed in the present study. However, the first pattern is not clearly noticed. Instead, teachers are found to CS after a very short pause or no pause at all to ensure learners comprehension. It is also seen that time limitations is an important determinant for CS, especially in the later sections of a lesson.

## **2.7 Summary of the Chapter**

This chapter aims to provide a summary of literature relevant to this dissertation. First, I define the term “code-switching” which is the main focus in this study. I also try to review similar CS studies under the broad headings of discourse analytic, conversation analytic and Turkish EFL context. Due to the limitation of space, I could only review CS studies related to classroom setting. I believe that this review forms a base for the understanding of forthcoming methodology and discussion chapters.

This review of CS studies in Turkish EFL classrooms shows that there is a need for further research in terms of the role of CS in classroom discourse in this EFL context. It is this need that encouraged me to undertake such a study.

## **CHAPTER III- METHODOLOGY**

### **3.1 Introduction**

In this chapter, a number of issues related with the methodology of this study will be touched upon. In section 3.2 the purpose of the study and research questions will be explained. 3.3 is concerned with the rationale of the methodologies used. 3.4 introduces participants, research context and data collection procedures. 3.5 talks about ethical considerations. 3.6 and 3.7 introduce basic concepts in CA and DA respectively. Section 3.8 explains the data analysis procedure. Finally, 3.9 and 3.10 address the issues of validity and reliability respectively.

### **3.2 Purpose of the study and Research Questions**

This study aims to describe and analyze the functions of CS in teacher talk in four intermediate level speaking/listening lessons at a university in Turkey. It also aims to investigate the sequential organization of CS in this classroom discourse. To fulfill these aims, the following research questions are posed:

- a) What are the pedagogical functions of CS in teacher talk in these classrooms?
- b) What is the sequential organization of teachers' CS in these classrooms?

To answer the first research question, the study uses functional analysis of DA and to answer the second question it uses CA methodologies. Even though there are several similar studies in Turkish contexts to answer these questions (cf. Ustunel, 2004), there is a further need to investigate the nature of CS in Turkish EFL classroom setting. In this respect, the study aims to contribute to the understanding of CS phenomenon in Turkish EFL classroom interaction. It also aims to prove or disregard Ustunel's (2004) findings by carrying out a similar study in a similar context.

### **3.3 Rationale for the Research Methodology**

The functional analysis of DA and the sequential analysis of CA are used in order to answer research questions in this study. DA is used to categorize different instances of CS into pedagogical functions (Ferguson, 2003). CA is also used to describe how classroom interaction is realized in detail. In this respect, Seedhouse (2004) claims that CA can portray the constantly changing relationship between interaction and pedagogical focus.

### **3.4 Participants, Research Context and Data Collection Procedures**

Data was collected from four 'English as a foreign language' classrooms in a state university (Yildiz Technical University) in Istanbul, Turkey. I chose these classrooms from the Basic English Department in School of Foreign Languages at this university. This school is where I worked as an English instructor between April 2010 and September 2011. So, I already knew the head of the school and some of the staff in this department as well as its policy towards English teaching. This acquaintanceship made it easier for me to get permission and interpret my data.

This school of foreign languages offers one-year intensive English course (called prep class) for the students who can not pass the proficiency exam at the beginning of the year. The medium of instruction in most of the undergraduate programs at this university is 30% in English and 70 % in Turkish. Students who want to major in these programs need to pass the proficiency exam offered by this school. Therefore, these students learn English in order to pass the exam at the end of the academic year and start their BA degrees.

Data used in this study come from four speaking/listening lessons in four different classrooms. These classes are entitled with different level names (level A, B and C) and they start the education year at different proficiency levels. When I collected my data, all students in these classrooms had reached intermediate level and were using the same textbook (Q: Skills for Success for Listening and Speaking 2). Some of the teaching materials are included in Appendix 7. All these classrooms have 20 hours of teaching every week (four days of the week, five lessons each day). These 20 hours include 8 hours of course book lesson, and 4 hours of reading, writing and listening/speaking lessons each. I collected my data from only listening/speaking lessons since these lessons are expected to create a larger amount of spoken data compared to course book, reading or writing lessons.

Each lesson is taught by different teachers and each classroom consists of around 25 students. So, around a hundred students and four teachers participated in this study. All teachers in this study are female and all of them have at least a B.A degree in ELT. Three of them have two-years teaching experience while one of them has been teaching English for eight years.

Nearly all of the students and all teachers' first language is Turkish. A few students whose L1 is not Turkish could speak advanced level Turkish as their second language. So it was possible for all teachers and students to use Turkish in these English lessons.

Data was collected in April 2012 in a three-day period. The lessons I recorded last around 90 minutes and can be thought as "combined lessons". So even though only four lessons are recorded, the data consists of around 6 hours of classroom

interaction. This amount of data can be regarded as more than adequate for such a small-scale study. In this respect, Seedhouse (2004) asserts that a total of between five and ten lessons can be considered a sufficient database for drawing conclusions and making generalizations. Each lesson was recorded by using a digital video camera. In addition to this, two voice recorders (one on the teacher's desk and one among the students) were used to record the talk going on in different parts of the classroom. I was not present in the classrooms while recording as I did not want to affect the naturalness of the data negatively which is already affected by the presence of video camera and voice recorders. Doing so, I also aimed at decreasing 'observer paradox'. The video camera made it possible to capture non-linguistic information and helped me to transcribe conversations in more detail. In this respect Heath (2004:278) contends that "nonverbal behaviour is no longer treated as a distinct channel of communication, in isolation from talk and other aspects of human interaction" and video recording became an indispensable part of CA studies. As

### **3.5 Gaining Access to Research Context and Ethics**

As this study involves learners and teachers (see Appendix 3), first I contacted the head of school personally. After getting permission from the head of school (see Appendix 4), I informed volunteered teachers and students about the aims of this study (see Appendix 5). They are given necessary information in general, as telling them the exact focus of the study (which is CS in teacher talk) would prevent getting naturalistic data. Instead, I told them that I was looking into 'classroom interaction' in general. They have been provided with a consent form to sign (See Appendix 6). In this form I tried to pay attention to participants' basic rights to refuse which Ten Have (2007:9) summarizes as follows:

- a) to be recorded or to give access to the situation for recording process
- b) to grant permission to use the recording for research purposes
- c) public display or publication of the recordings in one form or another

I informed all participants about the purpose of the study, data collection procedure, data analysis procedure, the confidentiality of data and their right to withdraw from the study at any point. They all accepted all the conditions and signed the consent form. As all participants are over 18 years old, I did not need to take the consent of learners' parents. As for the anonymity of the participants, while transcribing the data I named volunteered teachers and students as T1,T2, S1, S2 and so on. In one example (see extract 13) teacher calls a student with her name. To secure anonymity, I changed the student's name with another one.

### **3.6 Basic Concepts in CA**

This section aims to provide some basic information about the fundamental concepts in CA.

#### *a) Definition*

Hutcbay and Woofitt (1998:13) define CA as “ the study of talk; more particularly the systematic analysis of the talk produced in everyday situations of human interaction: *talk-in-interaction*”.

#### *b) The methodology of CA*

The fundamental characteristics of CA are summarized by Markee (2000:40) as follows:

- i) Conversation has structure.
- ii) Conversation is its own autonomous context.
- iii) There is no a priori justification.
- iv) The study of conversation requires naturally occurring data.

*c) Adjacency Pairs*

In conversations, turns occur mostly in pairs. For example, a question is generally followed by an answer, a greeting by another greeting, an apology by acceptance or an information by acknowledgement. Schegloff and Sacks (1973) define these pairs as adjacency pairs on which sequences in conversation build. According to Liddicoat (2011), adjacency pairs consist of two turns, produced by different speakers, are generally placed next to each other, are ordered and can be categorized into different types. However, these pairs do not have to come immediately one after another in conversation.

*d) Turn-taking*

In a normal conversation, people generally follow some rules which are explained by Sacks et. al (1974) as follows: Interactants in conversation speaks one at a time and long overlapping, silences and gaps are not very common. The length of turns speakers take is not pre-determined but can change. Sacks (ibid) defines the turn-taking mechanism as follows:

- i) A speaker can select the next speaker. If this is not the case,
- ii) Next speaker can self-select for next turn. If this is not the case,
- iii) Current speaker can continue to speak or not.

#### *d) Preference Organization*

In many occasions, speakers have the option to choose among different alternatives. The concept of preference is not about the personal desires of the speakers. Instead, it refers to participants' alignment or misalignment in specific situations. While some actions are realized immediately, some others can be delayed or even avoided at all (Liddicoat, 2011). For example, an invitation can be accepted or declined. In such a case, acceptance is a preferred action while refusal is a dispreferred action.

#### *e) Repair*

Repair is a very common phenomenon occurring in conversations. It can simply be defined as any type of fixing process when speakers encounter with a trouble in talk (Liddicoat, 2011). There are four types of repair according to Schegloff et al. (1977):

- i) Self-initiated self-repair
- ii) Self-initiated other repair
- iii) Other-initiated self-repair
- iv) Other-initiated other repair

### **3.7 Characteristics of Discourse Analysis**

The use of DA is not limited only to language studies. It can be used across many disciplines such as sociology or anthropology. In this respect, DA is a very general methodology to address “all issues that have been dealt with in the linguistics study of text and discourse” (Ostman and Virtanen, 1995).

A significant concept in DA is speech acts which refers to different meaning achieved by three types of acts. The Speech Act Theory developed by Austin (1962) and Searle (1969) lists these acts as follows:

i) Locutionary act: it is literal meaning

ii) Illocutionary act: it is the performed acts of the words (e.g giving advice, offering etc.)

iii) Perlocutionary act: it is what happens as a consequence of what is said (e.g. convincing or deterring).

Grouping speech acts in such categories can sometimes be problematic since as Levinson (1983:291) states, “single sentences can be used to perform two or more speech acts in different clauses, and each clause may perform more than one speech act.” It is because of this reason that it is not always possible to match examples of CS with only one pedagogical function in this study.

### **3.8 Data Analysis**

For data analysis, I watched the classroom recordings and noted the instances of CS in teacher talk. I observed that these CS examples could be categorized into thirteen different pedagogical functions. Because of the limited time and space, I transcribed only one example from each function. In these transcriptions, I tried to include as many linguistic and non-linguistic features of classroom talk as possible. In some chaotic situations, hearing all the utterances in the classroom is not possible. So, in transcription I noted these parts of conversation as unintelligible talk. These

examples will be analyzed in the following chapter. For a list of conventions used in transcriptions please see Appendix 1.

### **3.9 Validity**

Validity is concerned with soundness (internal validity) and generalisability (external validity) of research findings (Bryman, 2001). In terms of general validity of CA studies, Seedhouse (2004) explains:

“CA operates within a qualitative and emic paradigm and CA proceeds by ‘case by case analysis of singular exhibits of interactional conduct’ (Heritage, 1995) and thereby uncovers the underlying machinery or organization of the interaction. The CA perspective, then, is that the validity of the study is primarily related to the quality of the analysis rather than the size of the databases.”

In this respect, validity of this research depends mainly on the quality and analysis of transcriptions. (see Appendix 2). As for the external validity of this research, Seedhouse (ibid) asserts that interaction in institutional discourse is organized according to goals of the institution. If all language classrooms are regarded to serve the same institutional goal (i.e., teaching a language), then the findings of this study can be generalized to other similar contexts.

### **3.10 Reliability**

Reliability of a study is mainly concerned with “the question of whether the results of a study are repeatable and replicable” (Bryman, 2001:29). As for the reliability of CA studies, the selection of the recorded data and general quality of recordings and transcripts are critical elements (Perakyla, 1997). In this respect, the reliability of this study can be checked by other researchers as I provide transcriptions and a copy of recorded data in my dissertation.

## CHAPTER IV- DATA ANALYSIS AND DISCUSSION

### 4.1 Introduction

This chapter will analyse the CS examples obtained from classroom recordings. In accordance with the aim of this research, thirteen different pedagogical functions of CS in teacher's talk are identified. It is also observed that there is a systematic preference organization for specific functions. Due to the time and space limitations, one example for each function is analyzed in this section. Each of these functions will be briefly discussed after the relevant extracts. These thirteen functions are as follows:

### 4.2 Ensuring Comprehension (Classroom 1)

#### Extract 1

1 T1: so this text is a summary of the whole listening  
2 text (0.5) you should understand the text first  
3 (0.3) yani anlamadan not alamazsiniz cunku bu bir  
4 ozet (0.3) o zaman nasil not almaliyim not almayi  
5 cok iyi biliyoruz artik (.)

*So you cant take note without understanding because  
this is a summary. Then how should I take note? We  
know how to take note very well.*

6 there are two different architects ((grabs the pen  
7 and tries to write the names of architects on the  
8 board)) the first one is kuma? (0.4)and the second  
9 one is from austria(0.5)something HA- wassee (0.2)  
10 something like that neydi adamin adi,

11 [((looks at the book))]

*What is man's name?*

12 Ss: [°hundertwasser°]  
 13 T1: [hundertwasser] oka:y we need  
 14 to take some notes (0.3) try to have some  
 15 adjectives (0.7) take some adjectives in your notes  
 16 okay? Are you ready shall we start listening again  
 17 right (0.5) then we will (0.3) complete the summary  
 18 ((starts the tape))

**Analysis:** The focus of the lesson in this extract is on two architects who clearly have different styles. After listening a text about these architects, students are expected to complete a summary of a text they have just listened. (see pg 28 in Appendix 7)

Referring to the text on this page, T1 explains the nature of the text in line 1. Then in line 2, she starts to give explanation about the task (in this case note-taking while listening) in both languages and code-switches back and forth between English and Turkish. After a pause of 0.3 second in line 3, T1 translates the sentences in the first two lines. Then, after another short pause she starts to give an extended explanation about note-taking and shows how to do it on the board. The pedagogical function of CS in line 3 is to ‘*ensure learners’ comprehension*’ about the procedure of the following task. Unlike Ustunel (2004), I do not name this function as ‘giving Turkish translation’ or ‘dealing with procedural trouble’ since this CS mainly aims to prevent a likely procedural trouble by making sure that learners comprehend how to do the task successfully. An important point to note here is that T1 code-switches to L1 after a short pause (0.3 second) in line 3. This pause can be regarded as too short to signal a trouble on the learners’ side and a close examination of the data showed there is no evidence of any kind of trouble to deal with. I found this interesting and examined other examples of CS for the function of ‘ensuring comprehension’. Other

examples from four teachers also showed that teachers do not give a long pause (generally less than half of a second or sometimes no pause at all) before using L1. This recurring pattern of preference organization implies that teachers code-switch to L1 without a long pause (less than half of a second) for this specific pedagogical function. The underlying motive to use L1 without any evidence of trouble could be to prevent would-be procedural troubles and consequently to save time. As teachers have been teaching these classes for a long time, they can predict the possible sources of procedural troubles and try to prevent them in advance by ensuring learners' comprehension.

There is another example of CS in line 10 which can be regarded as a *call for help* rather than a genuine question. T1 can not remember one of the architects' name and asks for learners' help by using L1. This self-initiated other repair may serve the function of 'time management' (see extract 11).

### 4.3 Checking Comprehension (Classroom 1)

#### Extract 2

1            ((Teacher stops the tape))  
2            (0.5)  
3    T1:    [At first]  
4    S1:    [((unintelligible utterance))]  
5            (1.1)  
6    T1:    what?  
7            (1.2)  
8    S1:    concrete  
9    T1:    CONCRETE yes at fi:rst he thought that concrete



T1 applies to CS in line 12 for '*checking comprehension*'. The main reason for this CS is that she recognizes the trouble in line 11 (0.7 second pause and no student takes the turn) and considers the source of this trouble as a lack of learners' comprehension. As a result, she uses L1 to address this trouble. It is clearly seen that she fulfills her aim by code-switching as after the repair of the same question in L2 again, a preferred response comes from L1. The pedagogical function of CS in this example is different from that in the first extract in that while the former aims to prevent a likely trouble, this latter CS is used to deal with a trouble by checking comprehension.

#### 4.4 Eliciting L1 Equivalent (Classroom 2)

##### Extract 3

1 T2: in pes  
2 (0.5)  
3 S8: yes  
4 (0.7)  
5 T2: while playing pes are you ambitious? (0.6)ambitious  
6 you want to win all the time ambition  
7 S8: yes  
8 T2: neydi ambition?  
*What is ambition?*  
9 S8: [hirs]  
*ambition*  
10 Ss: [hirs]  
ambition  
11 T2: hirs he.  
( ( nods her head ) )

*ambition yep*

**Analysis:** In this extract, T2 and S8 talk about the S8's favourite computer game, Pro Evolution Soccer (commonly known as PES). In line 1, T2 produces an incomplete utterance and gives a pause of half of a second. S8 takes this pause as a chance to take turn and signals his acknowledgement (or willingness) to speak in L2 and waits for a complete question from T2. After a 0.7 second pause, T2 repairs her question in L2. In line 5, after her question, S8 does not take the turn during 0.7 second pause and T2 considers this as a trouble. She thinks that the trouble results from the fact that S8 does not know the meaning of the key vocabulary (which is *ambitious*) and explains it in L2 first. In line 7, by saying "yes" S8 either forms a positive reply to the question or he shows his acknowledgement. In line 8, T2 code-switches to Turkish and asks the noun form of the key vocabulary. This CS which can be called as 'teacher-induced CS' (Ustunel and Seedhouse, 2005) clearly functions to '*elicit L1 equivalent*' of L2 vocabulary. As a result of this teacher-induced CS, both S8 and other students give their responses in L1 (lines 9 and 10). T2 regards this answer correct by not only repeating the word in L1 but also nodding her head as an acknowledgement signal.

The pedagogical function of this teacher-induced CS fits the findings of Ustunel and Seedhouse (ibid) as by using L1 in their turns, learners "express their alignment to teacher's pedagogical focus" (p. 321).

## 4.5 Giving Expanded Explanation (Classroom 1)

### Extract 4

1 ((Teacher stops the tape ))  
2 S1: [wood] bamboo=  
3 T1: [wood]  
4 T1: =↑yes wood ((starts to write on the board ))  
5 S1: bamboo  
6 T1: bamboo  
7 S1: earth materials.  
8 (0.8)  
9 T1: earth  
10 (1.0)  
11 T1: and [even (0.5) paper]  
12 Ss: [even ((unintelligible utterance))]  
13 T1: and even paper.  
14 (0.7) ((Ss look confused))  
15 T1: japon evlerinde boyle kagittan duvarlar vardir ya  
16 bilirsiniz okay  
*Japanese houses have paper walls, you know*  
17 T1: .hh earth (.) soil toprak yani.  
*that's soil*

**Analysis:** In the listening text, the natural building materials used by one of the architects are mentioned (see page 29 in Appendix 7). After T1 stops the tape, S1 starts to repeat the natural materials mentioned in the listening text. T1 acknowledges S1's answers in lines 3,4 and 6 by both repeating and writing on the board. The long pauses in lines 8 and 10 are because of the time T1 needs to write the words on

board. In line 14, the long pause and confused look on learners' faces indicate a trouble with the word 'paper' as a building material. To repair this trouble, T1 code-switches to L1 in line 15 to "give an expanded explanation". Using the discourse marker 'okay, she signals the end of explanation and switches back to English. She also uses L1 in line 17 to give Turkish equivalent of the word 'soil'. I named this function "giving expanded explanation", as this CS is not a translation of the previously uttered sentence. Instead, by talking about a new culture, T1 aims to give further explanation about the subject in the shared language. So, it can be concluded that teachers may choose to use L1 to give extra information about the subject.

#### 4.6 Giving Feedback (Classroom 1)

##### Extract 5

- 1 T1: okay that is great anybody else?  
2 (1.7)
- 3 T1: your dream house ((looking at S2))  
4 (1.0)
- 5 T1: your dream house ((looking at S3)) your dream house  
((looking at S4))
- 6 S4: ((shakes her head meaning no))
- 7 T1: yok oyle bi evim diyorsunuz yani °hay allah°  
*So you say we don't have such a house. Oh gosh.*
- 8 Ss: ((laughter))
- 9 S5: Nerde olsa yasarim.  
*I can live anywhere*
- 10 T1: Nerde olsa ((laughs))  
*anywhere*

**Analysis:** In this extract, students are expected to perform a task. T1 asks the whole class to think about their dream houses and describe them in L2. After listening to several students' dream house descriptions, she uses the discourse marker 'okay' to signal the shift to other students' descriptions. In line 1, she does not select the next speaker and expects a volunteer to take the floor. However, during a pause of 1.7 seconds (line 2), nobody takes the floor and T1 nominates S2 by establishing eye contact. S2 does not take the next turn in one second pause and T1 asks the same question to S3 while keeping a very short eye contact with him. This student also does not initiate the next turn. In line 5, T1 nominates S4 but S4 shakes her head meaning 'no' to show her reluctance to take the floor. After this dispreferred response, T1 code-switches to L1 to "give (negative) feedback". Actually in this CS, she criticizes the learners who did not want to take the floor, as instead of using an 'I' language on behalf of S4, she prefers 'we' for giving negative feedback to reluctant learners. She uses 'Hay Allah' in line 7 which is difficult to translate into English but it is generally used to show astonishment. The use of such a cultural phrase softens the tension created by learners' dispreferred response and students start to laugh in line 8. Then, the rest of the conversation continues in Turkish. It seems that teacher's use of L1 also triggers learners' CS.

#### 4.7 Classroom Management (Classroom 3)

##### Extract 6

1 T3: okay they don't have to teach but er: think  
 2 about these things.  
 3 ((S11 and S12 giggle))  
 4 T3: arkadasla::r ((with an angry intonation))

- Guys!*
- 5 S13: °yeter ama ya°  
*It is enough!*
- 6 T3: murat [disari cikmak ister misin]  
*Murat do you want to leave the classroom?*
- 7 S13: [kamerayi gordunuz simardiniz]  
You see the camera and get spoiled.
- 8 S11: °ben naptim hocam ya°  
What did I do ma'am?
- 9 T3: okay think about this if they (0.3)er:: how can  
10 children learn about moral values if they play games

**Analysis:** In this extract, the discussion topic is whether games should teach moral values or not (see page 62 in Appendix 7). While T3 is repeating another student's opinion on the topic and trying to trigger more discussion in line 1, S11 and S12 giggle and distract T3. To deal with this problem, T3 code-switches to Turkish to silence students and secure "*classroom management*". In line 5, S13 uses L1 to make fun of his friends. In line 6, T3 shows her anger by offering S11 to leave the classroom which is a strategy occasionally applied by some teachers as a last resort. In line 7, S13 refers to presence of the video camera and continues mocking S11 and S12. In line 8, S11 refuses to leave the classroom and asks a question in Turkish to mean he has not done anything wrong. In line 9, T3 uses discourse marker 'okay' to shift to the main business. As can be seen in lines 4 and 6, T3 chooses L1 to maintain classroom management. Other examples from the data also prove that teachers apply CS to deal with discipline problems which is also supported by previous studies (Ferguson, 2003; Ustunel, 2004).

#### 4.8 Shift to Main Topic (Classroom 2)

##### Extract 7

1 T2: you should score a goal (.)there are eleven players  
2 in each team  
3 (1.0)  
4 T2: nasıl benziyor hayata?  
*How is it similar to life?*  
5 (2.1)  
6 T2: in which ways (0.6) is the game similar to (0.7) life,  
7 (0.3) ne acıdan hayata ((T points at S7)) benzer sence  
*In which way is it similar to life do you think?*  
8 soccer (0.3) football (0.7)is it similar or not  
9 actually  
10 S7: a little similar  
11 T2: it is a little similar

**Analysis:** Before this extract, T2 tries to make students talk about the games they know as warm-up to the lesson (see page 57 in Appendix 7) The main topic she is trying to come is the similarities and differences between games and real life. To achieve this goal, she makes students describe the games they know in English. After several students try to describe soccer, she summarizes their sentences in line 1. Then in line 3, she waits for a second. After this long pause she shifts to the main question by forming a question in Turkish, then in English and again in Turkish. One-second pause in line 3 and a different code choice in line 4 indicate that there is an alteration in teacher's pedagogical focus. An interesting point worths mentioning is that while in most of the situations teachers start their instruction in L2 and translate it into L1,

in this situation this is not the case. T2 asks the main topic questions in L1 first in line 4. In the following 2.1 second pause (line 5), nobody takes the floor and T2 repairs her question in L2 (line 6). Then, after a short pause (0.3 second) she code-switches back to Turkish (line 7). This time she selects S7 as the next speaker. However, in line 8 she again switches back to English and repeats the question. S7 takes the turn in line 10 and T2 repairs and acknowledges S7's reply in line 11. This example shows that CS into L1 may function as a signal for 'a shift to main topic'. Contrary to common practice, T2 asks the question in L1 first and then in L2. The CS from Turkish to English in line 6 may have different reasons. T2 would regard this start in L1 as wrong and repair her question in L2. Alternatively, she may change the code to deal with the lack of response after 2.1second pause. Another option is that she would repair her question in L2 to provide a prompt to show learners how they can start their turn by using the same vocabulary in the question.

#### 4.9 Encouraging Learners to Use L2 (Classroom 2)

##### Extract 8

- 1 T2: taso there are tasos:
- 2 S9: [ha ha ha ha ha ha ha]
- 3 Ss: [HA HA HA HA ha ha ha]
- 4 T2: [ha ha ha]
- 5 S9: ((unintelligible utterance)) iki yuzu var,=  
*It has two sides*
- 6 T2: =once bi:ingilizce:cabala?°sonra° ((unintelligible  
 ))  
*First try to say in English then*
- 7 S9: \$ olmaz yani cok \$

*It is not possible*

8 T2: ((looks at the camera))ingilizcenize bakmayacaklar  
 9 rahat ol.  
 They wont evaluate your English. Relax.

10 S9: hayir zaten yapamam.  
*No I cant do it anyway.*

11 (( T2 and S9 laugh together))

**Analysis:** In this extract, T2 and S9 are talking about a child game called *taso* in Turkish. T2 wants S9 to describe how the game is played in English. So, in line 1 she provides a prompt for the learner and shows how he can start his description. Making a Turkish word plural using –s suffix in English entertains students and makes all the class laugh (lines 2,3,4). S9 tries to describe the game in L1 in line 5. However, T2 is not satisfied with the learner’s code choice and wants him to speak in the target language. Interestingly, she code-switches to Turkish while she is encouraging the learner (line 6). S9 shows his misalignment with the teacher’s goal by continuing in Turkish in line 7. In line 8, T2 tries further to encourage S9 to speak in English assuring that the researcher will not evaluate their English proficiency. This strategy does not work again and S9 expresses that his code choice is not related with the presence of the camera. Then both T2 and S9 laugh together. Here CS in teacher talk aims to encourage learner to use L2. This function is in accordance with the findings of previous studies. (cf. Ustunel 2004).

#### 4.10 For Humor (Classroom 1)

##### Extract 9

- 1 T1: butterfly: <is a pray (0.5) for>  
2 S6: ((unintelligible utterance))  
3 T1: it is a pray ↑for (0.4) birds lets say hic de  
4 kelebek yiyen kus gormedim  
*I have never seen a bird that eats butterflies*  
5 S6: yani  
*exactly*  
6 Ss: ((laughter))

**Analysis:** In this extract, the focus of the lesson is to practice *there is* and *it is* by completing the blanks in a paragraph (see page 32, Appendix 7). T1 tries to teach the words *pray* and *predator*. In line 1, T1 forms a ‘designedly incomplete utterance’ to elicit learner response. Unfortunately, the utterance in line 2 is unintelligible but it seems T1 does not get a proper answer. So, T2 repairs her sentence and provides the correct answer after a short pause in line 3. After starting a new sentence in English, she code-switches to L1 in lines 3 and 4. In this CS, she utilizes humor in L1 to make the lesson more interesting for students. S6 acknowledges this function in line 5 and the following laughter shows that T2 achieves her goal by using L1. The pedagogical function of this CS is also referred as ‘to humanize the affective climate of the classroom’ (Ferguson, 2003).

#### 4.11 Dealing with Procedural Trouble (Classroom 4)

##### Extract 10

- 1 (( T4 interrupts students ))
- 2 T4: arkadaşlar (0.7) içinizden birisi fazla olursa eğer
- 3 karakter olarak? biriniz dış ses olabilir.
- Guys! If there is an extra person in your group, one of you can be the outer voice.*
- 4 S14: ben
- Me!*
- 5 S15: tamam ben olurum
- Okay I will be.*
- 6 T4: yani(0.3)her grupta soyle ki(0.8)you know çok güzel
- 7 hareketler bunlar (0.9) one person (0.7) gives some
- 8 information to the audience about the things
- happening in
- 9 the on stage(0.6)hakan gelir,(0.5)kapiyi acar,(0.4)
- 10 anlasildi mi
- That is, in each group you know Çok Guzel Hareketler Bunlar (a popular parody show on TV) One person gives some information to the audience about the things happening in the on stage. Hakan comes... Opens the door... Clear?*

**Analysis:** In this example, students are preparing for a pair-work activity. (see pages 1,2 & 3 in Appendix 7). However, there is an extra student who could not find a partner to role play.

Recognizing this problem, T4 interrupts students and gives a further instruction about the task procedure in line 2. She addresses this procedural trouble by code-switching to Turkish in which she offers a possible solution to solve the problem.

S14 and S15 volunteers for being the third member of a group. In line 6, T4 provides

a further explanation in Turkish to ensure their comprehension. She code-switches back and forth in lines 7 and 8 and finishes her turn with a comprehension check question in L1. CS in line 2 aims to “*deal with a procedural trouble.*” I regard this example of CS different from the “ensuring comprehension” function in that this type of CS occurs after a procedural trouble unlike the former one.

#### 4.12 Time Management (Classroom 1)

##### Extract 11

- 1 T1: Okay that's great so:  
2 Ss: ((unintelligible utterance))  
3 T1: Simdi cok ilginç bi şey yapacağız gözlerinizi  
4 kapatacaksiniz bir nevi meditasyon yapacağız  
5 ama English sizi bi yere alıp gotürecem, etrafınıza  
6 gordüğünüz şeyleri there is there are ile  
7 anlatacaksiniz nasıl mesela ((unintelligible))  
8 bilmiyorum (0.4) diyorum ki right now i am in rome  
9 (0.9) i am in paris neyse artık i am in America  
10 okay? there is a hu::ge building o:n  
11 ((showing her left arm)) (1.5) the on the ((shaking  
12 her left arm))

*Now we will do something very interesting. You will close your eyes and we will do something like meditation. But in English. I will take you to a place and you will tell what you see around using there is there are. How? For example, ((unintelligible)) don't know, I say I am in Rome I am in Paris wherever I am in America. Okay? There is huge building on the on the*

- 13 Ss: left

14 T1: there is a hu::ge tree on the ((shows her right  
15 arm ))  
16 Ss: [right]  
17 T1: [right] there are a lot of (0.5) cars on the? (0.8)  
18 road for instance gozunuzu kapatın ne görüyorsunuz  
19 there is there are ile anlatıyorsunuz ve de buna  
20 bir hazırlık suremiz yok (0.3) böyle hemen  
21 immediately yapıyoruz

*Close your eyes. You will tell what you see using there is there are and we don't have time for preparation for this. We are doing it immediately.*

**Analysis:** In this extract, T1 starts a new task but unlike the instructions in the earlier sections of the lesson, she does not give the instruction in L2 first. In line 1, T1 signals a topic shift using discourse markers. Then in line 3, she code-switches to L1 and gives a long instruction about the following task. She wants them to close their eyes and describe an imaginary scene in English. While giving this long instruction in L1, she switches back to English (lines 8, 9, 10, 14, 17) to give prompts. To help learners to produce sentences in L2, she also uses ‘designedly incomplete utterances’ in lines 10, 14 and 17. To remind the words that learners can use while describing their imaginary scenes, T1 also uses body language. This conversation takes place in the last seven minutes of the lesson. This CS functions to ‘save time’ as T1 decides to give the explanation in Turkish directly which naturally makes it easier for students to understand the task. As evidence to prove this function, T1 refers to the limited time in lines 19, 20 and 21. This shows that teachers utilize CS as a time-saving strategy. Other examples from classroom recordings also show that teachers

give instructions in L1 at the end of the lesson if they have a problem with managing time.

#### 4.13 Expressing Social Identity (Classroom 2)

##### Extract 12

- 1 T2: now dots and boxes(0.2)ne var bizde,kek vardi(.) kek  
2 miydi kek oynuyorduk soyle hatirliyor musunuz?  
3 ((draws on the blackboard))  
*Now dots and boxes. What do we have? It was KEK. Was it KEK? We used to play like this. Do you remember?*  
4 S10: sos hocam  
*SOS teacher.*  
5 T2: sos kek ne olursa  
*Sos Kek whichever.*  
6 Ss: ((unintelligible utterance))  
7 T2: sos da oluyordu kek de oluyordu so it is a board  
8 game  
*It was called either kek or sos.*

**Analysis:** Before this extract, T2 and students talk about the reasons to play games (see page 58 in Appendix 7). The extract starts with T2's turn in which she changes the topic to a game called 'Dots and Boxes'. In line 1, after a short pause of 0.2 second, she code-switches to Turkish to refer a similar game (it is called SOS or KEK) played in Turkey. Teacher's word choice in this CS (*Tr: What do we have? We used to play like this.*) serves a specific function. Using the subject pronoun 'we', T2 implies that she comes from the same social background with learners and

underlines their membership in Turkish society. S10 also acknowledges this reference to identity (line 4) and contributes the teacher's pedagogical goal. This example shows that teachers may also use CS to 'express social identity' (Ustunel, 2004) in classroom interaction. As Seedhouse (2004) puts it, teachers talk a local identity into being.

#### 4.14 To Provide Metalanguage Information

##### Extract 13

1 T1: what about the fourth one(0.4)mu-muge would you like  
2 to read the fourth one?  
3 Muge: err they are trying to err camou- camou-  
4 T1: camoufla:ge  
5 Muge: camouflage the building by painting them brown and  
green=  
6 T1: =huh=  
7 Muge: =noun  
8 T1: ((surprised)) this [is:::]  
9 Ss: [verb]=  
10 T1: =a ve:rb(0.3)TO camouflage you said(0.6)demi trying  
11 TO camouflage deyince kamufle etmeye calisiyorlarmis  
12 tabi to prepozisyonundan sonra genelde(0.4)int- yani  
13 burda in order to demeye calismis bir nevi amac  
14 bildiriyor amac bildiren bir (0.3)infinitive aslinda .hh  
15 surda ya- yanilmiyor muge evet bu bi fiil (.) ama  
16 burda isim gibi isliyor (0.2) gibi goruyoruz demi?  
17 ana fiil degil yan fiil

*a verb to camouflage you said, didn't you? When you trying to camouflage it means (gives Turkish translation for trying to camouflage) Of course after the proposition to generally int- that's it tries to say "in order to". It means kind of purpose. It actually is a verb indicating purpose. But here we see it as it functions as a noun, don't we? It is not main verb it is infinitive.*

**Analysis:** In this example, learners work on a vocabulary activity in which they are expected to complete the sentences with correct vocabulary provided. Students also need to say the correct word group (either verb or noun) of the vocabulary they use (see page 31 in Appendix 7). In line 1, T1 selects Muge (the real name of the student is changed for ethical consideration) as the next speaker. Muge provides the correct answer (camouflage) in line 3 with the help of T1's repair. However, she guesses the wrong word form in line 7 and T1 forms an incomplete utterance to elicit correct answer (line 8). The correct answer comes from other students and T1 starts CS in line 10 to "*provide metalinguage information*". Other examples in the data also support that teachers often use L1 to give more information about grammar points.

#### **4.15 Chapter Summary**

In this section, I tried to present examples of CS in EFL classroom interaction. As mentioned before, I could analyze only one example for each pedagogical function I have identified. I mainly used the functional analysis of DA and categorized instances of CS in teachers' talk into the following pedagogical functions:

- 1) Ensuring Comprehension
- 2) Checking Comprehension
- 3) Eliciting L1 Equivalent

- 4) Giving Expanded Explanation
- 5) Giving Feedback
- 6) Classroom Management
- 7) Shift to Main Topic
- 8) Encouraging Learners to Use L2
- 9) For Humor
- 10) Dealing with Procedural Trouble
- 11) Time Management
- 12) Expressing Social Identity
- 13) To Provide Metalanguage Information

These functions show similarity to the functions mentioned in the previous studies (Ferguson, 2003; Ustunel, 2004). While naming some functions, I used Ustunel's (2004) categorization which is a similar study in Turkish EFL context. However, I identified some new functions (which are "ensuring comprehension, giving expanded explanation, shift to main topic, humor and time management) in addition to her findings. It should be noted that the examples provided in this study may not serve only one function because in some cases they aim to fulfill different pedagogical goals. For example, in extract 10 the CS example can serve both functions: ensuring comprehension and/or dealing with procedural trouble.

The sequential analysis of CA also showed that there is a recurring pattern for CS for the function of ensuring comprehension. Unlike other functions, teachers either give a very short pause (less than half of a second) or no pause at all. The findings also showed that CS in teacher talk may function as a repair and aims to prevent trouble

in classroom interaction. It is also observed that teachers prefer to give instructions in L1 if they have difficulty in managing time.



## **CHAPTER V- CONCLUSION**

### **5.1 Purpose of the study**

This study aims to describe and analyze the sequential organization and pedagogical functions of CS in Turkish EFL classroom interaction. To serve this aim, the following research questions are answered:

- c) What are the pedagogical functions of CS in teacher talk in classroom discourse?
- d) What is the sequential organization of teachers' CS in classroom interaction?

### **5.2 Summary of the findings**

Having analyzed the transcribed extracts, it is found that CS in classroom interaction serves the following pedagogical functions:

- 1) Ensuring Comprehension
- 2) Checking Comprehension
- 3) Eliciting L1 Equivalent
- 4) Giving Expanded Explanation
- 5) Giving Feedback
- 6) Classroom Management
- 7) Shift to Main Topic
- 8) Encouraging Learners to Use L2
- 9) For Humor
- 10) Dealing with Procedural Trouble
- 11) Time Management

12) Expressing Social Identity

13) To Provide Metalanguage Information

These functions are in accordance with the findings of previous studies to a great extent (cf. Ustunel, 2004; Ferguson, 2003; Rascka et. al., 2009). It should be noted that these functions are not a comprehensive list of all functions. CS can serve in classroom discourse. Another point worth mentioning here is that pedagogical goal(s) of a CS is not easy to determine in some cases. For this reason, some examples in the extracts can serve more than one function at the same time. I tried to name the most salient function for each example.

As for the organization of CS in classroom interaction, the analysis of the extracts shows that there is a recurring pattern with regard to ‘ensuring comprehension’ function. Teachers give a very short pause (less than half of a second) or no pause at all before code-switching when the pedagogical focus is on ensuring learners comprehension of the task. It is also found that teachers use CS to repair any present or likely trouble in interaction. It is also observed that learners can show their alignment (using L2) or misalignment (using L1) with the pedagogical focus.

In this respect, this finding confirms the findings of Ustunel and Seedhouse (2005).

A close examination of the recordings also indicates the tension which is referred by Jacobson and Faltis (1990:174-175) as ‘the tension between the desire to use the target language exclusively and the need of the student to understand as much as possible of what is being taught’. I believe that this tension is an underlying cause for most of the CS examples in this study.

To conclude, I would like to express my agreement with Cook's (2001) position that CS is a very common phenomenon in bilingual classrooms and the alternating use of L1 and L2 is inevitable.

### **5.3 Limitations of the Study**

One of the limitations of this study is that the findings depend on a limited data.

I could record only four lessons and transcribe one example for each function. If I had had more time and space, I would have tried to record more lessons and transcribed all the interaction going on.

Another issue is related with data collection procedure. As I did not have a second video camera, I could not capture all the details in classroom which prevented to transcribe and analyze the data in more detail.

Lastly, another factor affecting the naturalness of the data is the presence of cameras and voice recorders. For example in extract 6 and in extract 8, a student and teacher refer to the presence of camera. It clearly affected the natural flow of the lesson to some extent. If I had had more time, I would have recorded the same class over a period of time to decrease this effect.

### **5.4 Implications for further research**

The findings of the study are based on a single context. There is clearly a further need to unearth the nature of CS in similar contexts as well as in other EFL settings. So, more research into CS in different context may provide additional findings to literature.

There is also a need for looking CS from other angles and incorporate findings of different perspectives on classroom discourse. For example, further studies can deal with this phenomenon with regard to Classroom Interactional Competence (CIC) developed by Walsh (2006, 2011). Even though CIC has been investigated in monolingual classrooms, there is a need for investigation in multilingual classroom where CS is a distinctive feature of classroom interaction (Sert, 2011).

Finally, this study focused mainly on CS examples in teacher talk. Further research can provide invaluable insights about different aspects of the student CS in classroom interaction.

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(what) Transcriber unsure

(( )) Analyst's notes

\$ \$ 'smile voice'



## Appendix 2

### Extract 1

1 T1: so this text is a summary of the whole listening  
2 text (0.5) you should understand the text first  
3 (0.3) yani anlamadan not alamazsiniz cunku bu bir  
4 ozet (0.3) o zaman nasil not almaliyim not almayi  
5 cok iyi biliyoruz artik (.)

*So you cant take note without understanding because  
this is a summary. Then how should I take note? We  
know how to take note very well.*

6 there are two different architects ((grabs the pen  
7 and tries to write the names of architects on the  
8 board)) the first one is kuma? (0.4)and the second  
9 one is from austria(0.5)something HA- wassee (0.2)  
10 something like that neydi adamin adi,

11 [((looks at the book))]

*What is man's name?*

12 Ss: [°hundertwasser°]

13 T1: [hundertwasser] oka:y we need  
14 to take some notes (0.3) try to have some  
15 adjectives (0.7) take some adjectives in your notes  
16 okay? Are you ready shall we start listening again  
17 right (0.5) then we will (0.3) complete the summary

18 ((starts the tape))

Extract 2

1 ((Teacher stops the tape))

2 (0.5)

3 T1: [At first]

4 S1: [((unintelligible utterance))]

5 (1.1)

6 T1: what?

7 (1.2)

8 S1: concrete

9 T1: CONCRETE yes at fi:rst he thought that concrete

10 (0.4) is the < main building material > what other

11 building materials are there(0.7)this building is a

12 concrete building [dimi beton bi bina] what other

13 [(( T1 nods ))]

*Concrete building isn't it?*

14 materials do you [know]

15 Ss: [((Ss nod))]

16 S1: [wud]

17 (0.4)

18 T1: woo:d for instance ye:s (0.8) what else?

Extract 3

1 T2: in pes  
2 (0.5)  
3 S8: yes  
4 (0.7)  
5 T2: while playing pes are you ambitious? (0.6)ambitious  
6 you want to win all the time ambition  
7 S8: yes  
8 T2: neydi ambition?  
*What is ambition?*  
9 S8: [hirs]  
*ambition*  
10 Ss: [hirs]  
*ambition*  
11 T2: hirs he.  
*(( nods her head ))*  
*ambition yep*

Extract 4

1 ((Teacher stops the tape ))  
2 S1: [wood] bamboo=  
3 T1: [wood]

4 T1: ==yes wood ((starts to write on the board ))  
5 S1: bamboo  
6 T1: bamboo  
7 S1: earth materials.  
8 (0.8)  
9 T1: earth  
10 (1.0)  
11 T1: and [even (0.5) paper]  
12 Ss: [even ((unintelligible utterance))]  
13 T1: and even paper.  
14 (0.7) ((Ss look confused))  
15 T1: japon evlerinde boyle kagittan duvarlar vardir ya  
16 bilirsiniz okay  
*Japanese houses have paper walls, you know*  
17 T1: .hh earth (.) soil toprak yani.  
*that's soil*

Extract 5

1 T1: okay that is great anybody else?  
2 (1.7)  
3 T1: your dream house ((looking at S2))  
4 (1.0)

5 T1: your dream house ((looking at S3)) your dream house  
((looking at S4))

6 S4: ((shakes her head meaning no))

7 T1: yok oyle bi evim diyorsunuz yani °hay allah°  
*So you say we don't have such a house. Oh gosh.*

8 Ss: ((laughter))

9 S5: Nerde olsa yasarim.

*I can live anywhere*

10 T1: Nerde olsa ((laughs))

*anywhere*

Extract 6

1 T3: okay they don't have to teach but er: think  
2 about these things.

3 ((S11 and S12 giggle))

4 T3: arkadasla::r ((with an angry intonation))

*Guys!*

5 S13: °yeter ama ya°

*It is enough!*

6 T3: murat [disari cikmak ister misin]

*Murat do you want to leave the classroom?*

7 S13: [kamerayi gordunuz simardiniz]

You see the camera and get spoiled.

8 S11: °ben naptim hocam ya°

What did I do ma'am?

9 T3: okay think about this if they (0.3)er:: how can

10 children learn about moral values if they play games

#### Extract 7

1 T2: you should score a goal (.)there are eleven players

2 in each team

3 (1.0)

4 T2: nasıl benziyor hayata?

*How is it similar to life?*

5 (2.1)

6 T2: in which ways (0.6) is the game similar to (0.7) life,

7 (0.3) ne acidan hayata ((T points at S7)) benzer sence

*In which way is it similar to life do you think?*

8 soccer (0.3) football (0.7)is it similar or not

9 actually

10 S7: a little similar

11 T2: it is a little similar

#### Extract 8

1 T2: taso there are tasos:

2 S9: [ha ha ha ha ha ha ha]

3 Ss: [HA HA HA HA ha ha ha]

4 T2: [ha ha ha]  
5 S9: ((unintelligible utterance)) iki yuzu var,=  
*It has two sides*  
6 T2: =once bi:ingilizce:cabala?°sonra° ((unintelligible  
) )  
*First try to say in English then*  
7 S9: \$ olmaz yani cok \$  
*It is not possible*  
8 T2: ((looks at the camera))ingilizcenize bakmayacaklar  
9 rahat ol.  
*They wont evaluate your English. Relax.*  
10 S9: hayir zaten yapamam.  
*No I cant do it anyway.*  
11 (( T2 and S9 laugh together))

Extract 9

1 T1: butterfly: <is a pray (0.5) for>  
2 S6: ((unintelligible utterance))  
3 T1: it is a pray ↑for (0.4) birds lets say hic de  
4 kelebek yiyen kus gormedim  
*I have never seen a bird that eats butterflies*  
5 S6: yani  
*exactly*  
6 Ss: ((laughter))

Extract 10

1 (( T4 interrupts students ))  
2 T4: arkadaslar (0.7) icinizden birisi fazla olursa eger

3 karakter olarak? biriniz dis ses olabilir.  
*Guys! If there is an extra person in your group,  
one of you can be the outer voice.*

4 S14: ben  
*Me!*

5 S15: tamam ben olurum  
*Okay I will be.*

6 T4: yani(0.3)her grupta soyle ki(0.8)you know cok guzel  
7 hareketler bunlar (0.9) one person (0.7) gives some  
8 information to the audience about the things  
happening in  
9 the on stage(0.6)hakan gelir,(0.5)kapiyi acar,(0.4)  
10 anlasildi mi  
*That is,in each group you know Cok GuzelHareketle  
Bunlar (a popular parody show on TV) One person  
gives some information to the audience about the  
things happening in the on stage. Hakan comes...  
Opens the door... Clear?*

Extract 11

1 T1: Okay that's great so:  
2 Ss: ((unintelligible utterance))  
3 T1: Simdi cok ilginç bi şey yapacağız gözlerinizi  
4 kapatacaksınız bir nevi meditasyon yapacağız  
5 ama English sizi bi yere alıp gotürecem, etrafınıza  
6 gördüğünüz şeyleri there is there are ile  
7 anlatacaksınız nasıl mesela ((unintelligible))  
8 bilmiyorum (0.4) diyorum ki right now i am in rome  
9 (0.9) i am in paris neyse artık i am in America  
10 okay? there is a hu::ge building o:n  
11 ((showing her left arm)) (1.5) the on the ((shaking  
12 her left arm))

*Now we will do something very interesting. You will close your eyes and we will do something like meditation. But in English. I will take you to a place and you will tell what you see around using there is there are. How? For example, ((unintelligible)) don't know, I say I am in Rome I am in Paris wherever I am in America. Okay? There is huge building on the on the*

13 Ss: left

14 T1: there is a hu::ge tree on the ((shows her right

15 arm ))

16 Ss: [right]

17 T1: [right] there are a lot of (0.5) cars on the? (0.8)

18 road for instance gozunuzu kapatın ne görüyorsunuz

19 there is there are ile anlatıyorsunuz ve de buna

20 bir hazırlık suremiz yok (0.3) böyle hemen

21 immediately yapıyoruz

*Close your eyes. You will tell what you see using there is there are and we don't have time for preparation for this. We are doing it immediately.*

#### Extract 12

1 T2: now dots and boxes(0.2)ne var bizde,kek vardı(.) kek

2 miydi kek oynuyorduk soyle hatırlıyor musunuz?

3 ((draws on the blackboard))

*Now dots and boxes. What do we have? It was KEK. Was it KEK? We used to play like this. Do you remember?*

4 S10: sos hocam

*SOS teacher.*

5 T2: sos kek ne olursa

*Sos Kek whichever.*

6 Ss: ((unintelligible utterance))

7 T2: sos da oluyordu kek de oluyordu so it is a board

8 game  
It was called either kek or sos.

Extract 13

1 T1: what about the fourth one(0.4)mu-muge would you like  
2 to read the fourth one?  
3 Muge: err they are trying to err camou- camou-  
4 T1: camoufla:ge  
5 Muge: camouflage the building by painting them brown and  
green=  
6 T1: =huh=  
7 Muge: =noun  
8 T1: ((surprised)) this [is:::]  
9 Ss: [verb]=  
10 T1: =a ve:rb(0.3)TO camouflage you said(0.6)demi trying  
11 TO camouflage deyince kamufle etmeye calisiyorlarmis  
12 tabi to prepozisyonundan sonra genelde(0.4)int- yani  
13 burda in order to demeye calismis bir nevi amac  
14 bildiriyor amac bildiren bir (0.3)infinitive aslinda .hh  
15 surda ya- yanilmiyor muge evet bu bi fiil (.) ama  
16 burda isim gibi isliyor (0.2) gibi goruyoruz demi?  
17 ana fiil degil yan fiil

*a verb to camouflage you said, didn't you? When you trying to camouflage it means (gives Turkish translation for trying to camouflage) Of course after the proposition to generally int- that's it tries to say "in order to". It means kind of purpose. It actually is a verb indicating purpose. But here we see it as it functions as a noun, don't we? It is not main verb it is infinitive.*

**Appendix 3**

**Ethics Form**

**Faculty of Humanities and Social Sciences**

**Checklist for Undergraduate/Taught Postgraduate Research Project**

**Name of student:** Gökhan AKKAYA

**Project title:** An Analysis of CS in Turkish EFL Classroom Interaction

**Project description (100 words max.):**

<b>This project aims to analyze the pedagogical functions and sequential organization of CS in Turkish EFL classroom interaction</b>
--

		<b>YES</b>	<b>NO</b>
1.	Does the project involve human subjects?	<b>YES</b>	
2.	Is there any risk of damage to the University's reputation because of the sensitivity of the chosen topic?		<b>NO</b>
3.	Does the project involve risks to the researcher?		<b>NO</b>

		<b>YES</b>	<b>NO</b>
4.	Does the project involve participants who are unable to give full voluntary and informed consent? (e.g. children, people with learning difficulties)		<b>NO</b>
5.	Does the project require the co-operation of a gatekeeper for initial access to the subjects (e.g. students at school; members of a self-help group, residents of a nursing home)		<b>NO</b>
6.	Will participants in the study be taking part without their knowledge and consent?		<b>NO</b>
7.	Will the study involve deliberately misleading participants in any way?		<b>NO</b>
8.	Will the study involve discussion of sensitive topics (e.g. sexual activity; drug use; pornography)?		<b>NO</b>

9.	Will participants be offered financial inducements (reasonable expenses are permissible)?		NO
10.	Will the study involve prolonged and repetitive testing of subjects?		NO
11.	Will the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?		NO
12.	Will the study involve administering any substances (e.g. food; vitamins) to participants or any invasive, intrusive or potentially harmful procedures of any kind?		NO
13.	Will the study involve students or staff of this university as participants?		NO
14.	Will the study involve recruitment of staff or patients through the NHS?		NO
15.	Will the study involve any actions which might be regarded as unethical or illegal?		NO

*If your answer to any of the questions 4-15 above is YES, then you need to discuss the proposal with your tutor/supervisor, who needs to write a comment in the box below and determine whether any safeguards are needed and whether the proposal needs to be referred to the School's Ethics Co-ordinator.*

**The nature of the problems raised:**

**The dissertation involves human subjects.**

**Should the proposal:**

**go ahead subject to certain safeguards specified below.**

**Safeguards required:**

**Signed:**

**(tutor)**

**Date:**

## Appendix 4



T.C.  
YILDIZ TEKNİK ÜNİVERSİTESİ

Yabancı Diller Yüksekokulu Müdürlüğü

Sayı: B.30.2.YIL.0.Y1.00-800/297  
Konu:

Tarih: 23.03.2012

Sayın Gökhan AKKAYA,

A ve B seviyelerinden üç Listening Speaking dersini görüntülü ve sesli olarak kaydetmek istediğinize dair dilekçeniz uygun bulunmuştur.

Gereğini bilgilerinize rica ederim.

Saygılarımla,

Doç. Dr. Muhlis Nezih SARİDEDE  
Müdür

YABANCI DİLLER YÜKSEK OKULU TEMEL İNGİLİZCE BÖLÜMÜ	
SAYI	TARİH
100	26.03.2012

Davutpaşa Yerleşim Birimi, 34210 Esenler / İSTANBUL Tel: (0212) 383 49 04 05 06 Fax:(0212) 383 49 03  
e-mail: ybdmdr@yildiz.edu.tr

## Appendix 5

## Participant Information Form

Dear Participant(s),

I am presently working on my MA degree in Applied Linguistics and TESOL at Newcastle University, UK. As part of my degree requirement, I am conducting a research project. In this research, classroom interaction in listening/speaking lessons at Yildiz Technical University will be investigated. The research is supervised by Dr. Steve Walsh from Newcastle University, UK.

The goal of this research is to analyze classroom interaction in Turkish EFL setting. To do this, I need audio and video recordings of your lesson. If you agree to do so, you will be recorded during one listening/speaking lesson. The recordings will then be transcribed and analyzed.

The data gathered from you will be kept strictly confidential and only used for scientific purposes. All the data provided by you will be stored anonymously on a computer with the analysis of information undertaken by the researcher.

The results of this study will be used for my master dissertation. The findings may also be presented at international conferences and in academic journals. All results will be anonymised and it will not be possible to identify individual participant's information.

Participation in this study is voluntary. You can withdraw from the study at any time. Deciding to participate or not will not impact your grades or relationship to your institution.

The findings of this research will contribute to better understanding of interaction in Turkish EFL classrooms. If you have any questions at all, please ask them now. You can also inform me about your concerns and queries about the research from the contact details below.

Your participation in this study is greatly appreciated.

Yours sincerely,

Gökhan Akkaya  
King George VI Building  
School of Education, Communication and Language Sciences  
Newcastle University, UK  
Tel: +44 786 430 03 39 / +90 505 831 67 01  
E-mail: [g.akkaya@newcastle.ac.uk](mailto:g.akkaya@newcastle.ac.uk)

**Appendix 6**

## Consent Form

**Project Title:** An Analysis of Classroom Interaction in a Turkish University

### ***Declaration of Consent***

It is a university requirement that all respondents give their formal consent to take part in any research. For this reason could you please sign and date the declaration below.

### ***Consent to the use of audio and video recordings***

I have read the statement provided for the above research project and I have had the opportunity to ask questions. I consent to participate in this research project. I understand that all the data will be kept confidential and I will be anonymous in the research report. I also know that the data gathered from this project will be used for the purposes stated in the Participant Information Form.

I understand that participation is voluntary and that withdrawal from the project is possible at any time without needing to give a reason.

Name of participant: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name of researcher: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 7**

YTU BASIC ENGLISH DEPARTMENT  
2011-2012 ACADEMIC YEAR, 2<sup>nd</sup> TERM Listening & Speaking  
DEBATE (A-B-C)

Procedure

- In this task, you will work **in pairs**. Thus, first of all, please choose your partner.
- Then, decide on a topic and your position. One of you will be **for** the topic and the other one will be **against** the topic. If there are **3 of you** working together, two of you may be for and the other against the topic or the other way round.
  - ❖ Every pair in the class must choose a different subject.
- You have **1 week** to prepare your debate. It will be **next week**.
- Your debate should last at least **6 minutes per pair** and not more than **10 minutes**.
- You must use **at least 5 facts to support your position** and have **at least 5 of the phrases** on the third page of the hand-out.
- You must also **give the written form of your debate to your teacher**.
- You must have visual aids (such as a poster, pictures, graphics etc.).
- You can search for information on the internet, but you **mustn't copy** all the information you find on the internet. Instead, you **must use your own sentences**. **For the students who copy from the internet, no points will be given for this task.**
- During the debate, you can have your notes on a small paper, but you shouldn't **read word by word from your notes**.

Assessment Criteria (25 points)

**Coherence/ Clarity (4 pts.):** Make a plan of your talk and follow it when speaking. Explicitly state the relationships between the ideas in your talk by using linking words and phrases and use accurate grammar structures.

**Use of Fact & Opinion (4 pts.):** Support general statements with specific details and examples. Include in your talk only related information to your topic. Use facts and opinions which show that you have done some research/preparation on the subject.

**Vocabulary (4 pts.):** Use relatively formal/polite (or academic) language when speaking. Use words that express the ideas you want. Avoid repeating the same words.

**Spontaneity & Fluency (4 pts.):** Keep the talk moving forward and pause only briefly when speaking.

**Visual Aids (3 pts.):** Effective use of at least one visual aid (pictures, graphs, posters etc.)

**Time (3 pts.):** Effective use of time. Presenting within the allotted time.

**Non-verbal body language (3 pts.):** Using body language, gestures and having eye-contact.

\* Sources: <http://esl.about.com/od/conversationlessonplans/a/debate4.htm>, <http://iteslj.org/Techniques/Krieger-Debate.html>, last year's debate material prepared by Canan Cankaya

1

YTU BASIC ENGLISH DEPARTMENT  
2011-2012 ACADEMIC YEAR, 2<sup>nd</sup> TERM Listening & Speaking  
DEBATE (A-B-C)

POSSIBLE EXPRESSIONS TO USE

Expressing opinions

I think .....

I believe .....

In my opinion.....

I feel that .....

Agreeing

I totally agree (with you/him/Burak).

I think so, too.

Me, too.

I feel/think that Burak is right.

That's for sure.

That's true.

You're (absolutely) right.

Disagreeing

I don't agree. / I'm not sure I agree.

I (completely) disagree (with you).

You don't really think/believe that, do you?

That's true, but just think.....

That's not the point.

I don't think so.

I have a different opinion.

Persuading

Don't you think/agree that.....

How/What about.....

Well, try to look at it this way.

Politely interrupting a speaker

Can/Could/May I say something here?

I'd like to say something.

May I interrupt this discussion?

Could I interfere at this point?

Expressions for keeping the floor

Let me just finish what I was saying.

Can (May, Could) I please just get through (saying) this?

Just a minute (second), please.

Please don't interrupt just now, OK?

Getting the discussion back on the topic

It seems to me that this is not relevant.

I think you wandered off the topic.

I think this is not really the point..

Asking for clarification

Would you explain that, please?

What do you mean by .....

Do you mean that .....

I'm sorry, but I didn't understand your point

\* Sources: <http://esl.about.com/od/conversationlessonplans/a/debate4.htm>, <http://iteslj.org/Techniques/Krieger-Debate.html>, last year's debate material prepared by Canan Cankaya

**YTU BASIC ENGLISH DEPARTMENT**  
**2011-2012 ACADEMIC YEAR, 2<sup>nd</sup> TERM Listening & Speaking**  
**DEBATE (A-B-C)**

**Debate topics**

1. Global climate changes are being caused by environmental pollution. Do you agree?
2. Should exams be really an inevitable part of our education system?
3. Should parents have the right to educate their children at home?
4. Television is the leading cause of violence in today's society. Do you agree?
5. Is nuclear power the best way to meet the increasing energy needs of the planet, or do other energy sources provide an alternative?
6. Turkey must definitely be a member of the European Union for its own good. Do you agree?
7. Do you think the media is objective? Why or why not?
8. Money is the only factor to contribute to quality of life. Do you agree?
9. Learning a language requires talent. It is not something that everyone can achieve only by practice such as 'swimming, driving, etc. Do you agree?
10. Self-employment is a growing trend and better than working in an office for a regular salary. Do you agree?
11. It is better to attend a private school than a state school for a better education. Do you agree?
12. Computer is the most important wonder of the world. Do you agree?
13. Genetic engineering is nothing but a violation of the laws of nature. Do you agree?
14. Too much knowledge is a dangerous thing. Do you agree?
15. Violence in the media should be regulated. Do you agree?
16. The internet has changed our lives in every aspect. Do you agree?
17. Women are worse drivers than men. Do you agree?
18. Women should quit their job after they get married. Do you agree?
19. Love is more important than money. Do you agree?
20. It is better to be married than single. Do you agree?
21. Personality is more important than looks. Do you agree?
22. Do Hollywood movies have a bad influence on the world?
23. Is passive smoking equally harmful?
24. It's a good idea for students to have a credit card. Do you agree?
25. School attendance for prep classes at university should be voluntary. Do you agree?
26. Single sex schools are better for students than co-education in high schools. Do you agree?
27. Academic qualifications give a person the best chance of success in life. Do you agree?
28. Thanks to social networking (Facebook, Twitter etc.), there is no face-to-face interaction. Do you agree?
29. Fashion is good for the economy. Do you agree?
30. Anyone can start fashion trends. Do you agree?

\* Sources: <http://esl.about.com/od/conversationlessonplans/a/debate4.htm>, <http://iteslj.org/Techniques/Krieger-Debate.html>, last year's debate material prepared by Canan Cankaya

3

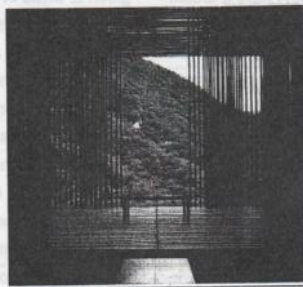


## PREVIEW LISTENING 2

### Building with Color

You are going to listen to a class presentation about how different architects use color in their work. The presentation includes photographs of the architects' work.

Look at the two pictures from the presentation. How are the colors different? Discuss with a partner.



Great Bamboo Wall House



Hundertwasser House

## LISTEN FOR MAIN IDEAS

CD 1  
Track 18

Listen to the presentation. Then complete the summary. Use the words and phrases in the box.

architects	different	materials and colors
blend in	city	straight lines
bright colors	country	to look natural

The presentation is about the work of two different architects, Kengo Kuma and Friedensreich Hundertwasser. They are similar in some ways and different in others. Both want their buildings \_\_\_\_\_, Kuma often builds in the \_\_\_\_\_. He wants his buildings to \_\_\_\_\_ with the environment. He does this with the \_\_\_\_\_ he chooses. Hundertwasser builds most of his buildings in the \_\_\_\_\_, and he uses a lot

of \_\_\_\_\_. However, he uses natural shapes and almost no  
\_\_\_\_\_. He wants every home to be \_\_\_\_\_,  
even if it is part of an apartment building.

### LISTEN FOR DETAILS

CD 1  
Track 19

Answer the questions. Then listen again and check your answers.

#### Tip for Success

When you hear new information, think of examples and experiences from your life. This helps you understand and remember new information.

1. In what city did Kengo Kuma build his first buildings?

\_\_\_\_\_

2. What building material did Kuma use first?

\_\_\_\_\_

3. What colors did Kuma use in his more recent buildings?

\_\_\_\_\_

4. In what city did Friedensreich Hundertwasser work?

\_\_\_\_\_

### Q<sup>2</sup> WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Which house do you prefer—the Great Bamboo Wall House or Hundertwasser House? Why?
2. What colors are popular for houses where you live? Are there many different colors or are they mostly the same?
3. What does your dream house look like?

#### Tip Critical Thinking

Question 2 asks you to generalize from specific examples. Generalizing is creating a general rule to explain details. In this case, you think about specific examples of animals' homes to talk about what animals' homes can teach people.

B. Think about both Listening 1 and Listening 2 as you discuss the questions.

1. How can you compare the way animals use color with the way the architects use color?
2. You learned about bowerbird homes. What other kinds of animal homes do you know about? What can people learn from animal homes?

**B. Complete each sentence with the correct word from the box. Then write N (noun) or V (verb).**

camouflage   change   fight   match   poison   sound

**Tip for Success**

The pronoun *it* refers to both male and female animals. You can also use the pronouns *he* and *she* for animals when you know the sex of the animal.

1. When these birds are young, they are brown and white. When they become adults, their colors change to black and orange. V
2. When catbirds sing, the \_\_\_\_\_ is like cats meowing. \_\_\_\_\_
3. Bowerbirds sometimes \_\_\_\_\_ other birds for building materials. \_\_\_\_\_
4. They're trying to \_\_\_\_\_ the buildings by painting them brown and green. \_\_\_\_\_
5. Is the red in these shoes a good \_\_\_\_\_ with the red in my jacket? \_\_\_\_\_
6. Can the skin of the dart frog \_\_\_\_\_ me if I touch it? \_\_\_\_\_

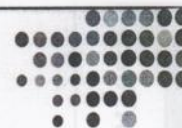


A blue poison dart frog



### LEARNING OUTCOME

In a group, develop a simple educational board game and introduce the game to another group.



VIEW THE UNIT



Unit QUESTION

## How are games similar to real life?

### PREVIEW THE UNIT

**A** Discuss these questions with your classmates.

“Life is a game.” Do you agree with this statement? Why or why not?

How much time do you spend playing games?

Look at the photo. What is the man doing?

**B** Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 36 on CD 1, to hear other answers.

**C** In a group, discuss the questions.

1. What games did you play as a child? Which were your favorite games?
2. What games do you play now? Do you play any board games? If so, which ones?
3. Games are fun to play. What are some other reasons to play games?

**D** Play this game with a partner.

## Dots and Boxes

Number of players: 2



**Instructions:**

1. Draw a large square. Draw a grid of dots in the square. The grid is three rows of three dots each.
2. Decide which partner goes first.
3. Take turns drawing lines between two dots in the grid. Only draw lines side to side or up and down. The goal is to make boxes by connecting dots. Boxes can use lines made by both players.
4. When you complete a box, write the first letter of your name in it. Then take an extra turn.
5. Continue taking turns until all the dots in the grid are connected.
6. Count the number of boxes each player made. The player with the most boxes wins.

**Example:** In this game, the players are **Red** and **Blue**. **Red** goes first. On the sixth turn, **Blue** completes a box and writes the letter **B** in it. **Blue** will now take another turn.

<p><b>Turn 1 (Red)</b></p>	<p><b>Turn 2 (Blue)</b></p>	<p><b>Turn 3 (Red)</b></p>
<p><b>Turn 4 (Blue)</b></p>	<p><b>Turn 5 (Red)</b></p>	<p><b>Turn 6 (Blue)</b></p>

## Q<sup>2</sup> WHAT DO YOU THINK?

Discuss the questions in a group.

1. Do you agree with Milton Bradley that games should teach "moral values"? Why or why not?
2. How are other board games that you know similar to real life?
3. Many traditional board games such as The Game of Life™ and Monopoly™ are now available in online versions. Do you prefer to play these games with a real board or online? Why?

### Listening Skill Listening for names and dates



Names and dates are often important details when you are listening, whether a friend is telling you a story or you're listening to a news report or a lecture.

- Pay attention to names and dates as you listen and try to remember why they are important.
- If possible, write down names and dates with brief notes to remind you why they are important.



**A.** Look at the names and dates in the box. Listen to the information about the word game SCRABBLE™. Then complete each sentence with the correct word.



1938	1948	1952	1991	2006
Alfred Mosher Butts		James Brunot		Michael Cresta

1. Alfred Mosher Butts invented the game of SCRABBLE™ in \_\_\_\_\_.
2. In \_\_\_\_\_, Butts and his partner started a SCRABBLE™ factory.
3. Butts's partner was \_\_\_\_\_.
4. Between \_\_\_\_\_ and 2000, SCRABBLE™ sold more than 100 million games.
5. The first World SCRABBLE™ Championship was in \_\_\_\_\_.
6. \_\_\_\_\_ holds the official record for getting the most points in one game.
7. In \_\_\_\_\_, he scored 830 points in one game.