

**THE PERCEPTIONS OF ENGLISH INSTRUCTORS TOWARDS
CODE SWITCHING IN ENGLISH AS A FOREIGN LANGUAGE
CLASSROOMS**

Burçin SEVER
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MASTER'S THESIS

Department of Foreign Languages Education
English Language Education Master's Program with Thesis
Advisor: Prof. Dr. Aysu Aryel ERDEN

Istanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge” ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



ETİK İLKE VE KURALLARA UYUM BEYANI

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Burçin SEVER

February, 2024

ÖZET

YABANCI DİL OLARAK İNGİLİZCE SINIFLARINDA İNGİLİZCE EĞİTMENLERİNİN KOD DEĞİŞTİRMeye YÖNELİK ALGILARI

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Bu çalışmada İstanbul'daki bir vakıf üniversitesinin hazırlık yılında Türk öğrencilerin yanı sıra farklı ana dillere sahip uluslararası öğrencilerin de bulunduğu yabancı dil olarak İngilizce sınıflarında öğretim yapan İngilizce öğretim görevlilerinin kod değiştirmeye yönelik algıları incelenmiştir. Çalışmanın verileri, yarı-yapılandırılmış bireysel görüşmeler, odak grup görüşmesi ve ders gözlemleri şeklinde 3 adımda toplanmıştır. Bireysel görüşmelere 10, odak grup görüşmesine 5 öğretim görevlisi katılmıştır. Bu görüşmelerin transkriptleri çıkarılmış ve daha sonra bu transkriptler de içerik çözümlemesi ile tematik olarak incelenmiştir. Görüşmeler sonrasında ortaya çıkan temel noktalar ile ders gözlem formu hazırlanmış ve 5 öğretim görevlisinin dersleri gözlemlenmiştir. Çalışma sonucunda, yabancı dil olarak İngilizce sınıflarında öğretim yapan İngilizce öğretim görevlilerinin derslerinde çeşitli sebeplerden kod değiştirme yaptığı ve kod değiştirmeye yönelik pozitif algılara sahip olduğu ortaya çıkmıştır. Ayrıca, İngilizce öğretim görevlilerinin kod değiştirme yaparken en çok dikkat ettikleri etmenlerin öğrencilerin hedef dildeki yeterlilik seviyesi ve sınıflardaki uluslararası öğrencilerin sayısı olduğu belirtilmiştir. Buna rağmen, öğretim görevlilerinin çoğunun sınıflarında uluslararası öğrenciler varken kod değiştirme eğilimlerinin değişmediği ve kod değiştirmeye engel olmadıkları, fakat uluslararası öğrencileri de derslere dahil etmek amacıyla eşzamanlı çeviri, internetten yardım alma ve öğrenciler arasındaki etkileşimi artırma gibi teknikler uyguladıkları ortaya çıkmıştır. Sonuç olarak, İngilizce öğretim görevlileri, öğrencilerinin öğrenimini desteklemek amacıyla kod değiştirmeye yönelik pozitif algıya sahiptirler ve yabancı dil olarak İngilizce sınıflarında kod değiştirmenin

rolü olduđunu, öğrencilerin öğrenim sürecinin desteklenmesini sağlamak için gerektiğinde kod değişiminden yardım alınması gerektiğini düşünmektedirler.

Anahtar Sözcükler: Yabancı dil öğretimi, Yabancı dil olarak İngilizce sınıfı, Kod değiştirme, Uluslararası öğrenciler



ABSTRACT

THE PERCEPTIONS OF ENGLISH INSTRUCTORS TOWARDS CODE SWITCHING IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS

Burçin Sever

Master's Thesis

Department of Foreign Languages Education

English Language Teaching Program with Thesis

Thesis Advisor: Prof. Dr. Aysu Aryel Erden

Maltepe University Graduate School, 2024

In this study, the perceptions of English instructors teaching English as a foreign language classrooms in the preparatory year of a foundation university in Istanbul, where there are Turkish students, as well as international students with different native languages, were examined. The data of the study were collected in 3 steps: semi-structured individual interviews, focus group interview, and lesson observations. 10 instructors participated in the individual interviews and 5 instructors participated in the focus group interview. The interviews were transcribed, and these transcripts were examined thematically with content analysis. A lesson observation checklist was prepared with the key points that emerged from the interviews, and the lessons of 5 instructors were observed. As a result of the study, it was revealed that English instructors teaching English as a foreign language classrooms use code switching in their lessons for various reasons and have positive perceptions towards code switching. Additionally, it was stated that the factors that English instructors pay most attention to when using code switching are students' proficiency level in the target language and the number of international students in the classrooms. Despite this, it has been revealed that most of the instructors' code switching tendencies do not change when there are international students in their classes, they do not prevent code switching, but they apply techniques such as simultaneous translation, getting help from the internet, and increasing the interaction between students in order to include these international students in the lessons. As a result, English instructors have positive perceptions towards code switching to support their students' learning, and they

think that help should be taken from code switching when necessary to ensure that the learning process of their students is supported.

Keywords: Foreign language teaching, English as a foreign language classroom, Code switching, International students



GENİŞLETİLMİŞ ÖZET

YABANCI DİL OLARAK İNGİLİZCE SINIFLARINDA İNGİLİZCE EĞİTMENLERİNİN KOD DEĞİŞTİRMeye YÖNELİK ALGILARI

Bu çalışma yabancı dil olarak İngilizce sınıflarında İngilizce öğretmenlerinin kod değiştirmeye yönelik algılarına odaklanmıştır. Çalışma, İstanbul'daki bir vakıf üniversitesinin hazırlık okulunda Türk öğrencilerle beraber farklı anadillere sahip uluslararası öğrencilerin de bulunduğu yabancı dil olarak İngilizce sınıflarında öğretim yapan İngilizce öğretim görevlilerinin kod değiştirmeye yönelik algılarını incelemiştir. Yabancı dil sınıflarında kod değişikliği yapılması alanda uzun zamandır süregelen bir tartışma konusudur. Pek çok farklı sebepten kaynaklı olarak sınıfta kod değişikliği yapılması, dil öğretme sürecine katkılarından dolayı alanda olumlu görülürken, kod değişikliğinin dil öğrenme sürecini olumsuz yönde etkileyebileceğinin de göz önüne alınması, konuya dair aksi görüşleri de doğurmaktadır. Bu çalışmada aşağıdaki araştırma sorularına cevap aranmıştır:

- 1a. İngilizce öğretim görevlilerinin kod değiştirmeye yönelik genel algıları nedir?
- 1b. İngilizce öğretim görevlilerinin kod değiştirmeye başvurmalarının ya da kod değiştirmekten kaçınmalarının altında yatan etmenler nelerdir?
2. İngilizce öğretim görevlilerinin (İngilizce-Türkçe) kod değiştirme eğilimleri sınıflarındaki uluslararası öğrenci sayısına göre farklılık göstermekte midir?

Çalışmada nitel veriler toplanmıştır. Bu veriler, yarı-yapılandırılmış bireysel görüşmeler, odak grup görüşmesi ve ders gözlemleri şeklinde 3 adımda elde edilmiştir. Araştırmanın katılımcıları, İstanbul'da bir üniversitenin hazırlık programında görevli 10 öğretim görevlisidir. Bireysel görüşmeler 10, odak grup görüşmesi 5 katılımcıyla tamamlanmıştır. Ders gözlemleri de 5 katılımcıyla tamamlanmıştır. Çalışma 2023-2024 akademik yılında Ağustos-Kasım aylarında sürdürülmüştür.

Bireysel görüşmeler tamamlandıktan sonra, aynı sorularla odak grup görüşmesi yürütülmüştür. Yarı-yapılandırılmış bu görüşmelerde araştırmacı tarafından konuya yönelik hazırlanan altı soru sorulmuştur. Görüşmeler esnasında, gidişata ve katılımcıların

paylaşımlarına göre ek sorular da sorulmuştur. Tüm görüşmeler tamamlandıktan sonra görüşmelerin transkriptleri çıkarılmış ve daha sonra bu transkriptler içerik çözümlemesi ile incelenmiştir. Katılımcılarının ifadelerindeki ortak noktalar ve kalıplar üzerinden temalar belirlenmiş ve odak noktalara uygun olarak ders gözlem formu oluşturulmuştur ve bu form ile 5 öğretim görevlisinin dersleri gözlemlenmiştir. Çalışma boyunca gönüllülük esas alındığından kişi başı gözlemlenen ders saatleri farklılık göstermektedir. Ders gözlemleri boyunca her öğretim görevlisinin yaptığı kod değiştirme örnekleri ve bu kod değiştirmelerin hangi işlevle yapıldığı not edilmiştir. Veri analizi sonrası bulgular tablo ve alıntılarla sunulmuştur.

Çalışmanın sonucunda, yabancı dil olarak İngilizce sınıflarında öğretim yapan İngilizce öğretim görevlilerinin derslerinde çeşitli sebeplerden kod değiştirme yaptığı ve kod değiştirmeye yönelik pozitif algılara sahip olduğu ortaya çıkmıştır. Öğretim görevlilerinin kod değiştirme sebepleri öğrencilerin anlamasını desteklemek, sınıf atmosferini desteklemek ve sınıf içi prosedür olarak üç kategoriye indirgenmiştir. Bu kategoriler de kendi içlerinde ayrılmaktadır. Öğrencilerin dersi anlamalarını desteklemek için öğrencilerin hedef dildeki seviyeleri ile hedef dildeki bazı beceri ve konular kod değiştirme sebepleri olarak öne sürülmüştür. Sınıf atmosferini desteklemek amacıyla öğrencilerin sıkılmalarını önlemek, öğretmen-öğrenci güvenliğini oluşturmak ve dikkat çekmek kod değiştirme sebepleri olarak belirtilmiştir. Sınıf içi prosedürü olarak da duyuru ve açıklamalar gibi önemli şeylerin net anlaşılmasını sağlamak ve zaman yönetimi kod değiştirme sebepleri olarak katılımcılar tarafından ifade edilmiştir.

Eğitmenlerin kod değiştirmeye başvurmalarının ya da kod değiştirmeden kaçınmalarının altında yatan etmenler incelendiğinde ise eğitmenler tarafından en çok dikkate alınan etmenlerin öğrencilerin hedef dildeki seviyelerinin yetersiz olması ve sınıflardaki uluslararası öğrenci sayısı olduğu ortaya çıkmıştır. Buna rağmen, öğretim görevlilerinin çoğunun sınıflarında uluslararası öğrenciler varken kod değiştirme eğilimlerinin değişmediği, kod değiştirmeye engel olmadıkları, fakat bu öğrencileri de derslere dahil etmek adına eşzamanlı çeviri, internetten yardım alma ve öğrenciler arası etkileşimi artırma gibi küçük teknikler uyguladıkları ortaya çıkmıştır. Bahsi geçen diğer etmenler ise öğretmen-öğrenci ilişkisi, zaman yönetimi, kurumun eğitim politikası ve öğrencilerin derse katılımlarıdır.

Ders gözlemlerinden elde edilen bulgulara göre ise öğretim görevlilerinin kullandığı kod değiştirme işlevleri kelimenin denginin verilmesi, tekrarlama, dikkat çekme, açıklama yapma, sınıf yönetimi, motivasyon sağlama, dilbilgisi açıklaması yapma, etkileşim sağlama, sınıf için prosedür ve çatışma kontrolüdür. Bu işlevlerden en çok gözlenen kelimenin denginin verilmesi, en az gözlenen ise çatışma kontrolüdür.

Sonuç olarak, İngilizce öğretim görevlileri, öğrencilerinin öğrenimini desteklemek için kod değiştirmeye yönelik pozitif algıya sahiptirler ve kendi derslerinde de kod değiştirme yapmaktadırlar. Ayrıca, genel olarak da yabancı dil olarak İngilizce sınıflarında kod değiştirmenin rolü olduğunu, öğrencilerin öğrenim sürecinin desteklenmesini sağlamak için gerektiğinde kod değişiminden yardım alınması gerektiğini düşünmektedirler.

Genel anlamda bu çalışma, İngilizce öğretim görevlilerinin yabancı dil olarak İngilizce sınıflarında kod değiştirmeyi bilinçli ve dengeli kullanmaları halinde, öğrencilerin dil öğrenim süreçlerinin destekleneceğini vurgulamaktadır.

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LIST OF ABBREVIATIONS

CS: Code Switching

L1: Mother Tongue or Native Language or First Language

L2: Target Language

I.1: Instructor 1

I.2: Instructor 2

I.3: Instructor 3

I.4: Instructor 4

I.5: Instructor 5

I.6: Instructor 6

I.7: Instructor 7

I.8: Instructor 8

I.9: Instructor 9

I.10: Instructor 10

S: Student

1. INTRODUCTION

This thesis explores the English instructors' perceptions towards the use of code switching in English as a foreign language classrooms who work at a foundation university teaching preparatory students. In this chapter, the idea behind the ongoing debate on code switching in language classrooms in 1.1, main objectives of the study in 1.2, the role of this study in the field in 1.3, the limitations of the study in 1.4, and necessary definitions of the terms that show up regularly throughout the study in 1.5 are presented to give an overview of the study.

1.1 Statement of the problem

Nowadays, the number of English speakers is increasing day by day and the use of English language can be seen in more and more areas. Therefore, how this language is taught in classrooms has been addressed by various scholars in the field. The fact that non-native English speakers have the ability to teach English as they are bilinguals now with the competence of their mother tongue and English has revealed many techniques to facilitate language teaching for themselves and to encourage language learning for their students who share the same mother tongue with themselves. As the number of non-native English teachers rises, code switching, the switch between the mother tongue and the target language, has started to emerge as an issue to examine often. As Jingxia (2010) stated, code switching gained attention in the 1980s as a strategy of foreign language teachers and is under consideration since then. Code switching is still considered as an ongoing debate as it brought up many contrasting views to the field. It can be said that these views are essentially related to language teaching approaches. In the past, Grammar Translation Method (GTM) was used to teach English, and its main focus was translation, which means the high use of the mother tongue. However, the Direct Method and the Audiolingual Method referred to the use of the mother tongue negatively. Moreover, Krashen (1982) suggested the mother tongue should be excluded and the target language should be maximized to provide more exposure.

In recent years, the English teaching policies are centering around the ability to communicate. In line with this idea, the syllabus design is based on the Communicative

Language Teaching Approach, and this leads to code switching being brought to agenda frequently. Within the scope of the Communicative Language Teaching Approach, even though the use of the mother tongue is accepted to a certain extent, the importance of the exposure of the target language is highlighted. As Pennycook (2013) proposed with the discussions of the previous approaches, it is put forward that the best way to learn a language is monolingual teaching with authentic communication in the target language. For this reason, the monolingual approach, meaning the use of the target language only, is accepted in English as a foreign language classrooms. Nevertheless, due to both the teachers whose mother tongue is not English and the students who share the same mother tongue with their teachers, code switching occurs in the English as a foreign language classrooms.

1.2 Aim of the study

Whether it is acceptable to use the mother tongue in foreign language classrooms has been a debatable issue for many years in the field. Although there are opposing views on the issue, code switching is mostly obtained with positive attitudes due to the benefits it provides to the language classrooms, especially for the students with lower language proficiency. In addition, code switching may be time saving when teaching not only complex grammatical items but also words relating to societies and culture. According to Zainil and Arsyad (2021), code switching is a common behavior among people for several reasons and it is mostly not conscious. Even so, when the possible negative outcomes of code switching such as limited exposure of the target language are taken into account, it is known that some English instructors may not support code switching.

The aim of this study is to present English instructors' perceptions towards code switching between the mother tongue Turkish and the target language English and the underlying factors of these instructors applying or not applying code switching.

Additionally, as the number of international students in English as a foreign language classrooms in Türkiye increases, English instructors' tendency towards code switching and their actual teaching practice are anticipated to be affected. This study also aims to find out more about the relation between English instructors' code switching and the international students.

In respect to all the mentioned points, the data were collected through semi-structured interviews, focus group interview, and lesson observations to reveal the participant English instructors' overall perceptions towards code switching, the underlying factors behind their application or avoidance of code switching while teaching, and their tendency to code switch in relation to the number of the international students in the classrooms.

1.3 Significance of the study

In recent years, as required by the language teaching policy and the syllabus designed based on the Communicative Language Teaching Approach, the monolingual approach is supported in English as a foreign language classrooms and it is thought that it is better for students to be exposed to the target language as much as possible yet according to Adder and Bagui, "*code switching among teachers and students is a common habit*" (2020, p. 150). It can be said that code switching occurs commonly in language classrooms since teachers and students have the same mother tongue, and they may find the use of the mother tongue easing the teaching and learning process of the target language. However, keeping the balance of the use of the mother tongue may be troublesome. Therefore, studies on code switching in English as a foreign language classrooms are demanded repeatedly. These studies on code switching are regarded significantly in terms of showing different perspectives of both teachers and students as well as giving detailed information on the factors shaping opposite perspectives. Even though instructors' positive or negative thoughts are centered around various factors such as their own teaching practice, the classroom profile, time, and institutions' teaching policy, students' thoughts are mostly based on their own proficiency level in the target language and the classroom atmosphere as it may make them feel motivated or anxious.

This study can potentially contribute to the current literature by providing the perceptions of English instructors teaching Turkish students and the international students who do not have the knowledge of the instructors' mother tongue, Turkish. Also, in this context, it is highly significant to emphasize the factors these English instructors consider when they apply or avoid code switching. Moreover, although there are many studies conducted on code switching in the university level education in Türkiye before, the data is gathered mainly from Turkish instructors and their Turkish students, and the exclusion of the

international students can be seen. This study has the potential to raise more questions on the issue and draw attention to the English as a foreign language classrooms that are not homogeneous as they include students from different regions of the world.

Lastly, using qualitative research methods, this study addresses the issue seriously by collecting data via 3-steps: semi-structured interviews, focus group interview, and lesson observations. Thus, not only the instructors were able to share their perceptions with the researcher, but also, they were able to discuss the issue with each other. In addition to this, the lesson observations gave the researcher a chance to see if the instructors' perceptions towards code switching and their teaching practice matched.

In conclusion, this study presents the English instructors' perceptions towards code switching in English as a foreign language classrooms as well as the underlying factors the instructors consider during their lessons. Furthermore, as the question referring to the international students brings a very current issue to the agenda, it is hoped that this study will be beneficial for further studies in the future.

1.4 Limitations

Even though this study is conducted in a detailed way, following 3-steps data collection, several limitations may be pointed out to be taken into account for further studies. First limitation of this study is that all the participant English instructors are from the same university. Although their background may differ, there is a possibility that their teaching practice is affected by the teaching policy of the institution they work at and as a result, their perceptions towards code switching are shaped by this fact. Another limitation is that this study is a qualitative one. As the researcher wanted to collect the instructors' in-depth insights and focus on the details, the study was conducted with less participants, thus there is no intention of finding out generalizable findings. However, as the study suggests beneficial findings, further research may be carried out on the issue with more participants following the same data collection methods. Thirdly, even though all the participants agreed to take part in the study voluntarily, they were chosen with convenience sampling and this type of sampling may lead to less objective data. In addition, it can be said that more lessons can be observed throughout the whole academic year to gather more examples of classroom code switching. Lastly, it should not be

forgetten that the instructors' answers are based on their teaching experience, therefore these instructors being highly experienced teachers or not may bring different points to the study.

1.5 Keywords and Identification

In this part, the definitions for the commonly used terms throughout this thesis study are given to prevent any ambiguity.

Code is the system that is used, a language or a variety of a language, when communicating (Wardhaugh & Fuller, 2015).

Code switching is the shift between two languages within sentences (Poplack, 1980). In addition to this, classroom code switching is the alternation of more than one code in the classroom by teachers and students (Lin, 2016).

English as a foreign language refers to the use of English where it is taught generally in the classroom as it is not spoken outside of the learning environment and in the society (Moeller & Catalano, 2015).

Monolingual approach refers to the language teaching through the target language by making the use of the first language excluded or minimized or making the use of the target language maximized (Cook, 2001).

International students refer to the students who moved to another country for education (Yiğit, 2022), they are not permanent residents of the country (OECD, 2019).

2. LITERATURE REVIEW

In this chapter, necessary definitions and terms related to code switching, overall perspectives on code switching in English as a foreign language classrooms, common reasons of code switching, factors that are considered for code switching, and categorized functions of code switching are given based on the previous research conducted in the field. Lastly, the details about the classroom profile are given with the aim of showing the relevance between the international students and code switching.

2.1 Code Switching

2.1.1 Definitions of code switching

Even though the concept of code comes from different disciplines that are not related to only language itself, Bernstein (2003) put forward the concept in relation to the language. The concept of code originally refers to any system of numbers and words. After Bernstein (2003), its connection to the language shows how this system is in relation to communication. As stated by the Merriam-Webster Dictionary, code is “a system of signals or symbols for communication”, thus it is used to define languages or varieties of languages in general. Its relation to communication can be seen in Wardhaugh and Fuller (2015) too, since they define it as the system that is used for communication by two or more people (p. 3). Therefore, bilinguals and multilinguals have the competence of more codes for communication, and this leads people to switch codes in different situations.

When it comes to code switching, as it is an issue that gained attention a long time ago and the interest continues, there are various definitions of this term, although most of them hold similar meaning. According to Poplack (1980), code switching is the shift between two languages within sentences. A very similar definition is shared by Jingxia (2010) as “*code switching is the shift from one language to another within a conversation*” (p. 10). Moreover, the relation between bilingualism and code switching cannot be denied as the term was born from the studies regarding bilingualism. As Cantone (2007) proposed, code switching is “*a non-systematic process of bilinguals who mix two languages during conversation*” (as cited in Horasan, 2014, p. 31.) Therefore,

the relation between bilingualism and code switching can be accepted as the main source of classroom code switching in English as a foreign language classrooms.

Classroom code switching is defined by Lin (2016) as the alternation of the use of linguistic codes by the participants in the classroom. It is true that classroom participants, the teachers and the students, code switch. However, whether they do this consciously or unconsciously remains a question. According to Jingxia (2010), classroom code switching functions as a tool for communication when necessary. This point is also supported by Fachriyah (2017), as she stated that code switching functions as a tool for management and eases interaction and learning. On the other hand, Iyitoglu (2016) stated that teachers' code switching is not always conscious. This is in line with what Sert (2005) expressed, the teacher is not aware of the functions and the results of code switching all the time. However, it is known that teachers commonly use code switching as a strategy for such reasons like facilitating their students' learning process and creating a stress-free environment or simply when they feel themselves more comfortable with their mother tongue.

2.1.2 Types of code switching

When it comes to types of code switching, it can be said that code switching was classified differently by many researchers like Poplack (1980), Blom and Gumperz (1972), and Auer (1984).

Poplack (1980) identified different types of code switching in terms of linguistics and classified these as inter-sentential switching, intra-sentential switching, and tag switching. From a different point of view, Blom and Gumperz (1972) and Auer (1984) classified code switching in terms of its functions. Blom and Gumperz (1972) proposed the concepts of situational and metaphorical switching. Auer's (1984) classification was again into two categories: discourse related code switching and participants related code switching. All the types of code switching are explained briefly below:

Poplack (1980) proposed her classification in her study named *Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPAÑOL: toward a typology of code-switching*. She conducted her study with Puerto Ricans born in New York City, who are Spanish-English bilinguals. After her study, which is based on the utterances of the sample, she

identified three linguistic categories for code switching: inter-sentential switching, intra-sentential switching, and tag switching. Inter-sentential switching occurs between sentences. Intra-sentential switching occurs within a sentence by mixing the languages. Lastly, tag-switching includes tags, exclamations, fillers, and idioms from the other language in the sentence.

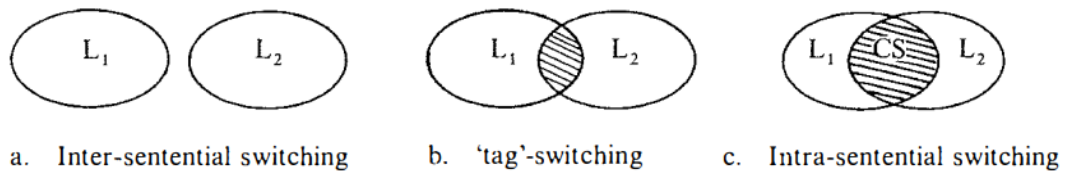


Figure 1. Representation of bilingual code switching grammars (Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPAÑOL: toward a typology of code-switching, p. 615)

As it can be seen in Figure 1, inter-sentential switching does not show any code differences within the same sentence. In this type of code switching, the switch is seen in the forms of complete sentences and happens mostly in the sentences following each other as a sentence or sentences are in one language, and the following sentence or sentences are in the other language. For example, 'I was so excited for the movie because I heard that the leading actor did a great job. O yüzden hemen gidip bilet aldım.' ('I was so excited for the movie because I heard that the leading actor did a great job. That's why I went to buy a ticket immediately.').

In tag switching, the switch takes places within the same sentence but these exclamations, fillers, and idioms from the other language are not related to the utterance syntactically. These formulaic phrases are inserted in the sentence without violating the grammar rules. For example, 'You have completed the project, değil mi?' (You have completed the project, haven't you?').

In intra-sentential switching, the switch between the languages takes place within the same sentence. For example, 'Kitaplarımda bir sürü annotation var.' (There are lots of annotations in my books'). This type of code switching occurs quite a lot depending on speakers' proficiency level of the languages. In addition to this, Adder and Bagui (2020)

presumed that this type of code switching can be found more in the communication between accomplished people as it hinges on the fluency in both languages.

Blom and Gumperz (1972) examined code switching as situational switching and metaphorical switching. Situational switching requires a change in the social setting or the participants. For example, sometimes the standard form of the language and its variation are used together because of the community that the communication is taking a place. Metaphorical switching occurs due to changes in topic. Blom and Gumperz (1972) describe the interactions between clerks and residents; greetings were in the local dialect, but business was in the standard dialect (as cited Nilep, 2006, p. 8).

Auer (1984) wrote about discourse related code switching and participants related code switching. Discourse related code switching creates a conversation by adding more to the interactional meaning of an utterance. For example, when language teachers are angry with the students, it is commonly seen that they prefer to warn the students in the mother tongue believing the effectiveness of it in terms of the classroom management. Participant related code switching is all about the preferences of the participants. For example, families living in countries with more than one official language will be dominant in one language due to different sociocultural reasons.

Although there are many classifications of code switching, code switching is mostly examined through inter-sentential switching, intra-sentential switching, and tag switching among the classroom participants and in educational setting as this classification of code switching is directly in relation with the language itself, which is the focus in foreign language classrooms.

2.2 Code Switching in EFL

There is a good number of research related to code switching. Bilingual and multilingual settings are appropriate to study code switching and foreign language classrooms are among bilingual settings. Therefore, most of the research takes place in foreign language classrooms depending on the connection that code switching has with bilingualism.

Classroom code switching has been a debatable issue over many years among researchers, teachers, and policymakers. There are numerous views on the issue as a consequence of

teachers' training, previous research, and many institutions preferring to follow the Communicative Language Teaching Approach today in English as a foreign language classrooms. The variety in the views of the people from the field has led many studies to be carried out with different purposes and focusing on several points such as the reasons of code switching, the factors of code switching, the functions of code switching, the types of code switching, the outcomes of code switching, and the perceptions of teachers and students.

2.2.1 Approaches of language teaching

To explain the views on code switching, brief information on the approaches and methods of language teaching should be given as the views have risen from these approaches precisely. Starting with the Grammar Translation Method, the focus was on translation, thus the use of the mother tongue was in favor as it eased language learning process. Grammar Translation Method helped people to read the literature of the target language and benefit from it as a discipline which gave an opportunity to people for improving themselves intellectually. Therefore, the use of the target language was left behind as long as people were able to get the accurate translation so that they could read the target language to comprehend its literature. However, later methods such as the Direct Method and the Audiolingual Method supported the use of the target language and exclusion of the mother tongue. This is in agreement with Krashen's (1982) thoughts as he believed the mother tongue should be excluded from the classrooms and the target language should be maximized. As a result of Krashen's theory (1982) which indicated that the second language learning process is similar to the acquisition of the mother tongue, exposure of the language is significantly required, hence the monolingual approach was adopted by these well-known methods so that the learners' acquisition of the target language could be quickened and supported by the maximized exposure. According to Turnbull and Arnett (2002), the view of maximizing the target language and making it the dominant language in the foreign language classrooms attributed to insufficient input and interaction opportunities (as cited in Köylü, 2018, p. 272). To decrease the disadvantages of the foreign language classrooms, the exposure of the target language as well as the avoidance of the mother tongue was highlighted.

In Communicative Language Teaching Approach, the main focus is to make the learners communicate effectively and suitably depending on the situation. As Istifci (2019) stated, the use of the mother tongue is accepted to a certain level in this method. However, students are expected to be given input in the target language as they are required to communicate in the target language. Moreover, as the students do not have lots of comprehensible input outside of the classroom, the use of the target language has a quite notable role in the foreign language classroom following the Communicative Language Teaching Approach. The Communicative Language Teaching Approach puts forward the idea that monolingual approach with authentic communication in the target language is the best route to learn a language (Pennycook, 2013).

The key to economic, political, and social progress of today's society depends on Turkish citizens' ability to communicate effectively, and competence in English is required for this, in addition, for the occurrence of meaningful learning, everything must be related to students' daily lives (Ministry of Education, 2018). In the given general objective of Turkish Ministry of Education, things in relation with the Communicative Language Teaching Approach such as communicative competence and comprehensible input can be seen.

The Communicative Language Teaching Approach has been accepted by more and more schools as it is believed to be more efficient for today's conditions. Therefore, the education is planned to follow the Communicative Language Teaching Approach and syllabi are designed in accordance with it. On that account, "in classroom practice, teachers have been instructed to teach high quality English in English only classrooms" (Ahmad & Jusoff, 2009, p. 49). However, the lack of agreement on the use of teachers' mother tongue brings variability in teaching practices (Grim, 2010). Although monolingual approach policies stick to the use of the target language in the foreign language classrooms, it can be said that code switching occurs among teachers and students commonly and they some show positive attitudes towards it. Moreover, Cook (2012) finds code switching natural in a language classroom (as cited by Istifci, 2019, p. 1288).

The controversy for the use of mother tongue is also revealed by Taşçı and Aksu Ataç (2020), as they said “Language teaching methods, and the role they assign to the use of L1 vary tremendously. This might be a reason why there is no certainty about the role of L1 in foreign language teaching” (p. 656).

As there is no agreement on the mother tongue use or the code switching, teachers may benefit from these even though the policy asks them not to. As shared by Manara (2007), even if the teachers tend to prefer monolingual teaching, there is still place for the use of the mother tongue in the classroom. Additionally, Macaro (2005) proposed the idea that the majority of the teachers consider code switching as “unfortunate and regrettable but necessary” (p. 68).

2.2.2 Reasons of code switching

There are many reasons for teachers to use code switching during their lessons in English as a foreign language classrooms. The studies conducted to find the reasons for code switching revealed similar reasons even in different contexts all around the world.

Malik (1994) concluded the general reasons for code switching under 10 categories as lack of facility, lack of register, mood of the speaker, emphasis, habitual experience, semantic significance, showing identity with a group, addressing a different group, pragmatic reasons, and getting attention (as cited in Azlan & Narasuman, 2013, p. 459-461). Lack of facility refers to using the word of the other language when one cannot find the suitable word for the term or when the vocabulary one has does not match the term that is looked for. Lack of register is similar to lack of facility in terms of not being able to match the words, but it is actually used during conversations to strengthen the meaning. Using an idiom from the mother tongue during a conversation in the target language as this idiom sounds better in the mother tongue and the meaning cannot be given properly in the target language can be given as an example for lack of register. Concerning the mood of the speaker, as it is easy to understand from the name of the category, it can be said that feelings the speaker has at the moment of the interaction can affect the speaker and cause the speaker to switch codes as thinking of the appropriate grammatical items and vocabulary would be difficult. As stated by Skiba (1997), “This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner”

(para. 3). As the name suggests, emphasis refers to getting help from code switching to emphasize the important message. The part that carries the important message can be emphasized in two ways. The message can be emphasized by code switching to the other language to stress that particular part during a conversation or the same statement can be repeated in both of the languages. Habitual experience refers to the use of discourse markers from one language during a conversation in the other language. The way Turkish people say ‘yani’ while having a conversation in English can be given as an example. These kind of discourse markers are used out of habit and the speakers may struggle with these especially when they start achieving higher proficiency of the target language. Semantic significance refers to the use of code switching as a strategy to show the attitude to convey information. Seventh category, showing identity with a group refers to switching codes for the feeling of belonging to a group or establishing rapport with the members of the group. This is highly seen in the classrooms to make the students feel comfortable in the learning environment. Addressing a different group refers to when someone new joins a communication event, this person can be welcomed with code switching as a new and different audience and the code switching will facilitate this person’s adaptation. The category of pragmatic reasons refers to switching codes depending on the context. For example, in a conversation about an experience, a speaker may use the target language to give general information and the mother tongue to express their feelings. Lastly, code switching may be used to get attention by the speakers. Some certain parts may be given in the other language in order to attract people’s attention.

Although Malik (1994) proposed 10 categories of reasons for code switching in a very detailed way, the reasons for classroom code switching revolve around fewer number of reasons and these major reasons are comprehension, limited vocabulary knowledge, classroom management, and rapport. This can be seen in accordance with the findings of Hosoda’s study (2000) as she revealed most of the teachers used code switching in four contexts: for explaining the utterances in the target language, for defining words, for giving instructions, and for providing feedback.

Starting with comprehension, even if it is in regards with the overall comprehension of the students in foreign language classrooms, the main thing that takes attention is grammar. The complex grammar items are explained with the aid of code switching to

facilitate the learning process and to save time. Burat and Çavuşoğlu (2020) commented on this issue as it may be easier for the students if the teachers' explanations are in Turkish for the new tenses because there are some English tenses that do not exist in Turkish. Moreover, when it comes to other things like announcements and reminders, code switching gives the teacher an opportunity to make sure that students understand everything in the right way and the number of possible future problems regarding students' confusion will be lessened. According to Nurhamidah, Fauziati, and Supriyadi (2018), code switching fills the gap with the help of translating L2 into L1 so both teachers and students connect. In addition, in their case study, Kaymakamoğlu and Yıltanlılar (2019) were able to investigate the fact that the mother tongue is used to check comprehension and clarify the meaning. As stated before, code switching is used by teachers, mainly focusing on the grammar, to prevent problems regarding overall comprehension.

Another reason, which is vocabulary, was supported by Rosa (2016), as she found out in her study that almost half of the participants code switched because of not having enough English vocabulary. From another point of view, Tang (2002) reported that one of the participant teachers used a suitable and culturally specific Chinese translation for an unknown word to make the students' understanding quicken, thus Tang (2002) also concluded that teachers use code switching when explaining abstract or culture related concepts.

Classroom management is another reason for teachers' code switching during their lessons. The seriousness of classroom management cannot be denied in order to keep the class organized and cover the lesson and the materials in an appropriate way. Since classroom management is not an issue regarding language teaching, it can be understood why teachers are in favor of code switching, or using the mother tongue, to take the necessary actions and make essential warnings. According to Meyer (2008), the target language may be useful for giving basic instructions but "using the L2 for disciplining a class may be questionable" (p. 149) as it probably cannot be as effective as the mother tongue. Moreover, chaotic classroom environment and noisy students need to be managed, and warnings in the mother tongue can be taken more seriously as they give clearer meaning (Nurhamidah et al., 2018).

The last major reason for classroom code switching is rapport. It is vital to provide a better learning environment by building a stress-free and comfortable atmosphere for the students in foreign language classrooms as language learning is directly associated with psychology. The situation is put into words by Ahmad and Jusoff (2009) as showing psychological support makes students relaxed and follow the lesson, thus, they would anticipate learning more of the target language. Köylü (2018) also made a reference to the idea by expressing how code switching is beneficial as a pedagogical tool to reduce anxiety and facilitate interaction. In addition to that, students should feel motivated and have strong relations with their teachers as they spend long time together, especially in the universities' preparatory year. According to Horasan (2014), teachers think code switching assists them to improve their communication with students. Moreover, casual conversations for socialization are more entertaining and comfortable when in mother tongue (Nur et al., 2023). Teachers' code switching as a way of building rapport with students also consists of motivating them. In Zainil and Arsyad's research (2021), one participant clearly reported using the mother tongue to motivate the students so that they can participate in the classroom interactions.

In conclusion, based on the previous studies, it can be said that the teachers accept code switching as a facilitating tool for the process of teaching and learning as students do not feel lost in the lessons. Furthermore, the students feel relaxed and comfortable and are able to focus more on the content of the lesson as they understand the essential points with the help of code switching.

2.2.3 Factors of code switching

Based on the previous studies conducted on the issue, there are many factors revealed for the use of code switching.

Becker (1997) divided why bilingual speakers code switch into three: structural linguistics factors, internal psycholinguistics factors, and external factors (as cited in Zainuddin, 2016, p. 279). Structural linguistics factors refer to the language structure and speakers' language knowledge. Bilinguals have the ability to switch between codes because they have the ability to use both of the languages correctly in terms of grammatical coherence. Internal factors may be conscious or unconscious, conscious

factors referring to emphasis, mode, personalization, and objectification, and unconscious factors referring to inclination, exposure, and cultural untranslatability. Lastly, external factors refer to participants, topic, setting, and conditions.

When it comes to the classroom code switching, Adriosih and Razi (2019) concluded that the teachers code switched due to the learners' needs. Thus, it can be said that the ultimate factor of classroom code switching is classroom profile. This idea matches with the findings of a study by Karakaya and Dikilitaş (2020), employing code switching can range standing on the classroom setting and students' levels. As Horasan (2014) approved,

Since the level of the students is low, teachers may feel needed to employ a lot of code-switching to facilitate understanding and attract attention. Furthermore, when the low classroom motivation and crowded classes are considered, teachers need to attract their attention to the lesson through L1 and L2 at oftentimes (p. 41).

Another significant factor of code switching is institutional curriculum or education policy. As mentioned previously, in 2.2.1 Approaches of Language Teaching, teachers' use of target language and code switching should be in agreement with the expectations from the institution. However, as teachers' teaching practice shows variability in classrooms, code switching is employed in the classroom by many teachers by taking institution's view as a factor into account. According to Pablo, Lengeling, Zenil, Crawford, and Goodwin (2011), mother tongue is accepted at lower levels and when the level gets higher, the use of the mother tongue is decreased due to students' proficiency level and the institutional curriculum. Duff and Polio (1990) reported that different amounts of the mother tongue and the target language are decided by factors such as the language origin, lesson content, departmental policy, and pedagogical training (as cited in Grim, 2010, p. 195). The reference to language origin can be seen in Jingxia (2010) as well, as she reported the distance between the mother tongue Chinese and the target language English as a factor affecting the use of code switching in the classroom.

Time is also stated as a factor for code switching by many researchers. Because of the limited time in the classrooms and the intense teaching programs, challenges regarding

time management arise. Due to this fact, time has become a factor that is considered by teachers in the foreign language classrooms to facilitate the teaching process with the help of code switching. Using code switching to save time directed teachers to cover the topics smoothly (Karakaya & Dikilitaş, 2020).

Lastly, Köylü (2018) was able to come up with 7 factors as a result of her study in the Turkish EFL context. These factors are the structure of English, negative attitudes towards code switching, modes of communication, vocabulary, learner comprehension, instructors' English competency, and clarification. Some of these factors can be accepted as reasons as well depending on the explanations.

2.2.4 Functions of code switching

The functions of code switching are revealed by many researchers as a result of their code switching studies in various contexts (Adriosh & Razi, 2019; Eldridge, 1996; Fachriyah, 2017; Ferguson, 2003; Horasan, 2014; Sali, 2014; Üstünel & Seedhouse, 2005). These functions are categorized in accordance with the reasons for the use of code switching and the participants' actual use in the educational settings.

Ferguson (2003) classified the classroom code switching into three after a meta-analysis of lots of research in several post-colonial settings as:

- (1) code-switching for constructing and transmitting knowledge/curriculum access, for scaffolding knowledge, annotation of key L2 technical terms and mediation of L2 textbooks;
- (2) codeswitching for classroom management, for signalling a shift/footing, managing pupils' behaviour such as: motivating, disciplining, and praising them;
- and (3) code-switching for interpersonal relations for humanising classrooms. (as cited in Cahyani, Courcy, & Barnett, 2016, p. 3)

Regarding code switching functions in Turkish context, one of the most known studies is by Üstünel and Seedhouse (2005). The researchers gathered data from beginner level classes at a Turkish university. During the data analysis stage, they were able to identify 12 functions:

Dealing with procedural trouble, dealing with classroom discipline, expressing social identity, giving an L1 equivalent, translating into the L1, dealing with a lack of response in the L2, providing a prompt for L2 use, eliciting an L1 translation, giving feedback, checking comprehension in the L2, providing metalanguage information, giving encouragement to participate. (p. 322)

Sali (2014) proposed the categorization of L1 functions in a secondary school setting as academic, managerial, and social-cultural. Academic functions of L1 are completely about teaching English such as elicitation, revision, translation, talking about learning, and checking comprehension. Managerial functions consist of giving instructions, discipline, monitoring, and attention getting; as the name suggests, all these are in relation to classroom management. Social-cultural functions are mostly about classroom interaction and include establishment of rapport, cultural expressions, and praise.

Another study from the Turkish context was done by Horasan (2014). She conducted her study with 43 students and 4 English instructors at a university. When searching the discourse functions of the participants, she based her study on the functions of Eldridge (1996) which are “1. *Equivalence (...)*, 2. *Floor holding (...)*, 3. *Meta-language (...)*, 4. *Reiteration (...)*, 5. *Group membership (...)*, 6. *Conflict control (...)*, 7. *Alignment/disalignment (...)*” (as cited in Horasan, 2014, p. 37). As she examined the data, after realizing the necessity to expand the categories defined by Eldridge (1996), her final version of functions included seven more functions in the study as follows: “8. *Classroom routine (or procedural talk) (...)*, 9. *Attract attention (...)*, 10. *Checking, clarifying and conforming (...)*, 11. *Explanation(...)*, 12. *Sense of humor (...)*, 13. *Cultural issues (...)*, 14. *Classroom management*” (Horasan, 2014, p. 37).

In addition to these, Fachriyah (2017) was also able to propose 14 functions based on the analysis of her research. Even though she completed her study in the Indonesian context, the way she categorized the functions shows similarity to previous works. Fachriyah’s (2017) functions of code switching are as follows:

- (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing of a language element, (8) making inferences, (9) developing vocabulary, (10) class

discussions of student' tasks, (11) giving feedback, (12) aiding memorization, (13) class management, and (14) entertainment and general communications. (p. 151)

On the other hand, the way Adriosh and Razi (2019) categorized the functions shows difference as they classified only four categories. Their study was conducted in Libyan context. Their study presented four objectives for the teachers' code switching as "clarifying unfamiliar concepts, repeating L2 short utterances, summarizing given idea in L1, and exchanging greetings and informal interactions with the students" and the researchers categorized these objectives under the following titles: "Clarification, Repetition, Recapitulation, and Socialization" (p. 8). The functions of clarification, repetition, and socialization show connection to the previously categorized functions as they are mostly in relation to comprehension and classroom communication. However, Adriosh and Razi (2019) claimed that the function of 'recapitulation' was a distinctive feature of their study.

To sum up, even though the number of the functions of the code switching and how they are categorized changed throughout the years, many studies were conducted examining the functions of code switching in a variety of contexts.

2.2.5 Perceptions towards code switching

The varying perceptions of language teachers towards code switching have been put forward in previously conducted studies. It is known that there are highly positive and highly negative perceptions towards the use of code switching, yet there are also some in-between perceptions. It may be claimed that all these perceptions are shaped by the teachers' background and training styles. In addition, it can be said that the institutions' attitude and the teaching approach that is being followed are also influential for the teachers' in-class practices. Moreover, the classroom profile is taken into account by the teachers as it may affect their decision on the amount of code switching depending on the classroom they teach. Taşçı and Aksu Ataç (2020) explained this issue in a very detailed way in their work:

The use of L1 in L2 classes may seem a subjective issue and judicious or appropriate amount of L1 use cannot be determined universally because it is

related to teachers' experience, students' proficiency level, the skills that are taught, and students' need to communicate with their teachers. Therefore, extensive use L1 in a class may be more justifiable than another class. Depending on students' needs and proficiency levels, teachers can benefit from the use of L1, rather than prohibiting its use in their L2 instruction. However, EFL teachers should maximize the use of TL in their classes and encourage their students to use the TL as much as possible (p. 664).

The starting point of the positive views is that the use of code switching can be accepted as a strategy to help the learning process. When the affective filter is taken into consideration, it can be said that the conversations that are not directly related to points that are being covered in the lessons are for socialization, so that a better learning environment for students can be created while giving them opportunities to feel better and get used to their teachers, their classmates, and the target language. This idea is supported by Nur et al. (2023) as they stated, "*The interactions and casual conversations that exist among them are merely for socialization and are more enjoyable, closer and more comfortable to conduct in their mother tongue*" (p. 60). This is also in line with what Zainil and Arsyad (2021) shared, the use of code switching by teachers were found helpful as it leads to overcome problems such as students' limited English proficiency, and eases the teaching process in terms of giving feedback, maintaining the lesson flow, and saving time.

Moreover, Tang (2002) concluded that the Chinese participant teachers in her study indicated that translations of some phrases and complex ideas is a good strategy for learning a foreign language. Also, 56% of the participant teachers found Chinese necessary when practicing the use of same phrases and expressions, and 44% of the participant teachers found the use of mother tongue helpful when explaining difficult concepts or ideas.

In Ahmad and Jusoff's study (2009), it was revealed that teachers' code switching is highly in relation to supporting learners psychologically as it serves various functions in the classrooms. Also, teachers' code switching is associated with learners' success, thus the learners support future code switching. The participant instructors in Karakaya and

Dikilitaş's study (2020) were found to be holding positive attitudes towards code switching as the common opinion gathered from them was that they perceived code switching as a facilitating tool that makes the classroom process easy and makes the students focus more on the lesson. Similarly, Adriosh and Razi (2019) concluded that learning is facilitated by the use of mother tongue if it is used with purpose and awareness. In their study, Liando, Tatipang, and Wuntu (2023) suggested that use of the mother tongue can be tolerated if it is used appropriately yet it may bring about some problems for the mastery of the target language. This issue is the main reason why the amount of code switching in the classroom has been discussed for a long time.

Taking the amount of code switching into consideration help teachers to form positive perceptions towards code switching even though they are not supporters of using the mother tongue in the foreign language classrooms. The study by Shabir (2017) revealed that the participants, who were student teachers, preferred to use code switching in particular situations and for particular needs because they felt like they had no other choice but use the mother tongue so that the students could be guided easily. This shows that even though they are on the side of the maximized use of the target language, they do not think the use of the mother tongue should be banned. Also, in Zainil and Arsyad's study (2021), teachers in the study code switched while teaching English yet their main preference was English. Moreover, the participant teachers in Horasan's study (2014) expressed that they used code switching more for vocabulary teaching rather than grammar explanations. In addition, the study concluded that all the teachers believed code switching was justifiable for the beginner levels. Same idea was highlighted in Meyer's work (2008) as he summarized the general perspective on the issue by stating how the use of the mother tongue can be phased out as students reach a higher competence in the target language. Similarly, Karakaya and Dikilitaş (2020) found that instructors emphasized how code switching was appropriate for beginner level students and was not necessary for the rest.

On the other hand, it can be said that teachers' negative perceptions are shaped by particular approaches and teaching styles. Furthermore, the relation between teachers' use of code switching and their competence in the target language has been investigated before. Littlewood and Yu (2011) commented on the issue remarkably by saying

teachers' teaching experience and target language confidence are significantly related and high teaching experience decreases the amount of the mother tongue and positive perceptions towards the use of code switching (as cited in Köylü, 2018, p. 273).

Besides, use of code switching is also criticized as its negative effects on the development of students' language skills can be seen. The results of Gulzar's study (2010) revealed that the teachers cannot limit the use of code switching and this serious issue is a major reason why the students have low proficiency of the target language and the teachers' effectiveness is questionable. Moreover, Köylü (2018) found that code switching is regarded as demotivating as one of the teachers being interviewed mentioned how the students try to make them use the mother tongue whenever they use it once. This is in line with what is shared by Liando, Tatipang, and Lengkoan (2022) as they stated that uncontrolled use of the mother tongue creates bad habits as the interaction using the mother tongue makes the students feel comfortable so that they do not get used to the target language (as cited in Liando, et al., 2023, p. 84). It is certain that if not used consciously, the use of code switching may especially affect students' oral production.

To overcome the negative effects of code switching in the foreign language classrooms, teachers should keep the target language maximized in the classrooms and try to provide more opportunities for students to practice the target language. Edstrom (2006) realized she was using the mother tongue in the lessons even though she aimed to keep the target language maximized after comparing her perception and her teaching practice and felt regretful as a result (as cited in Taşçı & Aksu Ataç, 2020, p. 657). There are some techniques to be used instead of getting help from applying code switching all the time and these techniques can make the teachers' decision-making on code switching effective, limit their use of code switching, and help them deal with regret and guilt.

According to Williams (2006), students can be encouraged to get help from communication strategies such as using mime and gestures, using synonyms and antonyms, using circumlocution, and word coinage. Some techniques for teaching vocabulary and giving instructions are shared by Nur et al. (2023). They stated that teachers can include acting out and multimedia in their lessons while teaching vocabulary. Also, teachers should get help from simplification as they can simplify their terminology

while teaching. In addition, exercises and sources should be selected appropriately for the students. Lastly, teachers should support cooperation between students by directing them to participate in group and pair works as these activities give students a chance to develop their language skills.

In conclusion, it can be said that even if the teachers hold positive perceptions towards code switching in classrooms while teaching English, as it can be inferred from the previously conducted studies, most of them believe that use of English should be maximized and as teachers' first choice during the lessons. This idea is also concluded by Adriosih and Razi (2019) as their study revealed that both teachers and students were careful about the use of the mother tongue so that the use of it would not be misemployed. The amount of the mother tongue should be judged carefully, and code switching should be balanced depending on the purpose, content, and students' needs to support the learning process. Also, even if the teachers hold negative perceptions towards the use of code switching, the use of the mother tongue should not be banned from the classroom as this may cause the students to feel uncomfortable in the learning environment. Rather than banning the use of it, various techniques can be involved in the teaching process to support the students' target language learning and ease the process. As Pablo, et al. (2011) expressed, there is not an obtainable balance for when and how to use the mother tongue, and decision-making occurs dynamically within the classroom participants.

2.3 Classroom Profile

The high relevance of code switching and classroom profile is one of the most considered points behind all the different views by the educators and the variety of teaching practices. Not only students' needs but also the overall classroom atmosphere holds a quite significant role when it comes to the teachers' decision on using code switching as a helping tool for teaching, facilitating students' learning, or easing the classroom communication.

Classroom profile used to be accepted as an issue regarding the backgrounds of students and many studies focusing on the linguistic and ethnic backgrounds of the students in a classroom were conducted. Among these studies, the ones that were focusing more on the

language teaching and language learning or the ones that were conducted in language classrooms dealt with linguistic backgrounds rather than the ethnic backgrounds.

When the connection between code switching and linguistic background of the students is reviewed, it can be said that teachers have a tendency to use code switching as a strategy if they and the students have homogenous linguistic backgrounds compared to the language classrooms where the background is mixed (Qian, Tian, & Wang, 2009). In this case, homogenous linguistic background can refer to the classroom participants having the same mother tongue or the students having similar language competence and being proficient in the target language to a certain level. When there are fewer worries about the linguistic background of the classroom participants, the teachers may be in favor of using code switching as a tool to quicken classroom interactions. As Meyer (2008) stated, students' use of the mother tongue becomes a practical issue when managing a classroom that is linguistically homogeneous. However, the challenges resulting from this situation may be tedious to handle, thus the teachers should keep the balance while giving the instructions or making explanations.

In addition, in today's world, the classroom profile may be considered as a broader concept and taken into consideration with regards to student variety. Nowadays, globalization of education is emphasized, and many education systems and curriculums are designed accordingly. Due to globalization of education, more and more students have a right to receive education in different countries, and as the number of international students rises, the classrooms become multilingual settings. Additionally, Cook (2002) commented on the issue from the side of multilingual classrooms by emphasizing the fact that some of the students who do not share the same mother tongue may be abandoned and problems may arise from this (as cited in Sert, 2005, p. 5). Therefore, it can be said that the teachers must be especially careful during the application of code switching if there are some students with different mother tongues.

As this study pays attention to teaching English as a foreign language and follows English as a foreign language classrooms, information on the increasing number of international students must be given as they have different mother tongues. Nowadays, classroom profile not only refers to the students' needs and their language proficiency but also the

overall classroom atmosphere and this leads teachers to have concerns about the instructional language in the classroom. As the student diversity can be seen in the English as a foreign language classrooms, international students require more attention from the teachers.

International students are the students who move to different countries for educational purposes. The fact that many of these students face problems regarding academic and socio-cultural adjustment cannot be denied. Factors like language proficiency, learning environment and learning styles, and different types of educational systems affect academic adjustment of these international students (Ahrari, et al., 2019). Therefore, these students must be supported in terms of academic success, and the students receiving English as a foreign language education in the preparatory classes at universities are supported as the institutions insist on following a monolingual teaching approach. The requirement of language ability is important for these students' socio-cultural adjustment as well. As these students do not speak the language of the host country and they do not have enough competence in the target language, they may not be able to form proper relationships. The teacher code switching to create a friendly and stress-free environment for Turkish students may make international students feel neglected. Also, it can be said that it is easier for language teachers to deal with international students academically as they can always translate most of the Turkish phrases or come up with similar phrases in English, yet they may not be able to handle the situation socially as they do not have the knowledge of the international students' mother tongues. Because of all mentioned points, the awareness towards the experience of international students is growing (Omar, 2020) and there are more and more studies investigating their experience regarding different points. The experience of the international students in the English as a foreign language classrooms must be studied more as the increasing number of international students may cause the institutions to be stricter in terms of the application of monolingual teaching and as a result, hold a very negative attitude towards code switching. International students are also unignorable for teachers as these students may lead teachers to modify their teaching practice quite often and cause them to feel regretful or guilty when code switching.

In conclusion, classroom profile refers to general needs of students and the overall classroom atmosphere. In these days, in foreign language classrooms, not only the students' linguistic background but also the increasing number of international students should be taken into account. Classroom profile is a really significant factor for a teacher to cover the lesson and achieve the yearly goals. Therefore, the interaction between students is as essential as the learning process itself.



3. METHODOLOGY

In this chapter, research questions, research design, participants, data collection tools and procedure, and data analysis procedure are presented regarding how this study examined English instructors' perceptions towards code switching in English as a foreign language classrooms. As previously mentioned in Chapter 1, this study aims to find out not only the English instructors' perceptions towards code switching, but also if they apply or avoid code switching during their classes and the underlying factors behind their application or avoidance of code switching. Also, whether they show special attention to the international students in their classrooms in the case of code switching is also examined. Therefore, the procedure was prepared in a careful and detailed manner to come up with detailed findings.

3.1 Research Questions

This study aims to present English instructors' perceptions on code switching and how their perceptions shape their teaching practice as well as the underlying factors behind their application or avoidance of code switching in classrooms and if there are any differences of their tendency to code switch depending on the number of the international students. In respect to previously mentioned aims, the current study was led by three research questions that are given below:

- 1a. What are English instructors' overall perceptions towards code switching?
- 1b. What are the underlying factors of English instructors' application or avoidance of code switching?
2. Does English instructors' tendency to code switch (English-Turkish) differ depending on the number of the international students in their classrooms?

3.2 Research Design

The selection of research method depends on the research questions, the overall aim, and the analysis. Since this study aims to present not only the English instructors' perceptions on code switching, the reasons and the underlying factors behind their perceptions, but

also requires more details to support the ideas shared by them with the help of the observation of their classroom practice, the participants' engagement and their personal in-depth explanations hold more significance compared to the numbers and statistical data, therefore qualitative research is followed throughout the study. The qualitative research is defined as an approach allowing examination of people's experiences in detail by specific methods such as interviews, focus group discussions, observations, content analysis, visual methods, and life histories (Hennik, Hutter, & Bailey, 2020). These research methods are ideal to find out the participants' perspectives because the participants are given an opportunity to share their experiences and as many details as possible to support their own statements. This is proposed by Crabtree and Miller (2022), as they stated that qualitative methods are preferred for identification, description, and explanation-generation. Qualitative research design lets the participants have self-reflection and self-criticism because they have more time and opportunity to take part in the study in a more reflexive way, and this is quite beneficial in terms of the productiveness of the data that is collected. Among the mentioned methods, interviews, focus group discussion, and observations are preferred in order to reveal the necessary details regarding research questions. Individual interviews and focus group interview are completed to interpret the participant instructors' views and beliefs on code switching and lesson observations are done to see their real teaching practice in classrooms.

3.3 Participants

This study was conducted in the 2023-2024 academic year, from August to November. The research group of this study was 10 English instructors working at the preparatory school at a foundation university in Istanbul. As the data was collected with qualitative research methods and small number of participants was enough to focus more on the participant English instructors' insights on the issue and examine their classroom practice, all the members of this research group were chosen with convenience sampling as they were all accessible to the researcher. As stated by Shorten and Moorley (2014), convenience sampling can lead to poor-quality data due to the fact that it may bring subjective data from all the accessible participants, therefore it should be balanced. To keep the balance, several instructors with different qualities that were accessible to the researcher were asked to become participants of the study, but the study was conducted

with only the ones who were willing to participate. Also, all the steps for data collection were completed based on the participant instructors' willingness. All the participants were non-native speakers of English, sharing the same mother tongue, Turkish. Their ages varied from 26 to 37. 2 of the participant instructors have BA degree and only 1 has MA degree, whereas 7 of the participant instructors have MA degree in progress. When it comes to these instructors' educational background, only 3 of them graduated from English language teaching department, rest of the participant instructors graduated from non-ELT departments such as language and literature studies or translation studies.

3.3.1 Consent and ethics

The semi-structured interview questions were prepared by the researcher herself based on the main points of the study and the previously conducted studies on the issue. The study itself and the semi-structured interview questions were approved by the ethical board of Maltepe University. After that, the researcher asked for the approval of the General Coordination of Foreign Languages, sharing the approval of the ethical board of Maltepe University to inform them about the study.

Lastly, the information on the study along with the information on code switching and the consent form which required their signature were shared with the participants so that they would be aware of the details of the study. The document consisted of 2 more sections after the consent form. In section I, the participants were informed about code switching. In addition, the expectations from the current study were presented briefly by the researcher. In section II, questions regarding demographic information were given. The first question was about the participant instructors' names. For confidentiality, the participant instructors' names are replaced with numbers later on and the instructors are represented like I.1 and I.2. The second question was about their ages and the third was about their genders. The next question focused on the participant instructors' educational background, meaning if they graduated from 'ELT' (English language teaching) or not. All the other departments are accepted as 'non-ELT'. Last two questions were about the instructors' highest degree and teaching experience.

3.4 Data Collection

In this research, semi-structured interviews with instructors to gain in-depth insights of them, focus group interview to make the instructors share more details and exchange ideas, and lesson observations to see the real-time and natural incidents of code switching were used to collect data.

3.4.1 Data collection tools

3.4.1.1 Semi-structured interviews

As this study aims to present the English instructors' perceptions towards code switching along with the underlying factors behind their application or avoidance of code switching during their lessons, interviews are chosen as the main source for data collection. Stated by Clark, Porath, Thiele, and Jobe (2020), interviews help the researcher to get verbal perspectives and interview questions ask for the participants' opinions and emotions. There are three types of interviews: structured, semi-structured, and unstructured. Previously mentioned statement is in line with the choice behind the semi-structured interviews of this study. It would be difficult to receive various perspectives and different ideas from the participants with the use of structured interviews as it does not allow flexibility. Also, it would be difficult to manage the content of the unstructured interviews and receive the required points that would refer to research questions of this study. In the context of this study, semi-structured interview was a better choice than the structured interview because of the flexibility it brought. The questions prepared by the researcher in advance generated a frame for the interview and all the participants were asked the same questions. This is also proposed by Clark, Porath, Thiele, and Jobe (2020) as they stated the importance of asking the same questions to all the participants so that the answers could be compared. Moreover, it can be said that all the interviews were unique and were shaped by the participants' answers, and the researcher had an opportunity to clarify the participants' speech when needed, ask follow-up questions to obtain more details, or change the order of the questions.

The questions of the semi-structured interview first aimed to find out if the participant instructors switch codes or not, and the reasons behind their attitude. Next, the underlying factors they consider when code switching was asked. Another question was about

whether they let their students code switch or not. This question was asked to obtain more details about the instructors' overall perceptions on the issue. Also, they are asked about their attitude towards code switching depending on the number of international students they have in their classrooms as these students do not share the same mother tongue with the instructors themselves. Lastly, besides their own experience, their overall thoughts about code switching were asked to see if they are in favor of it or if they are opponents of it in English as a foreign language classrooms.

3.4.1.2 Focus group interview

Focus group interviews are fairly supportive for a study as they let the researcher catch a point that may be missed in the individual interviews. The participants should be selected carefully because the whole discussion is built upon the group dynamics. Therefore, participants are selected on some criteria such as their knowledge on the topic, age, socio-characteristics, and being comfortable with the interviewer and others (Richardson & Rabiee, 2001, as cited in Rabiee, 2004, p. 656). In addition, in focus group interviews, the participants can "clarify and modify their ideas through discussions and challenge with other participants" (Kelly, 2003, p. 50). In the context of this study, a focus group interview was used as a tool to collect data because the researcher wanted to see the instructors having a discussion, exchanging ideas, and coming up with more details about code switching and their own teaching practice. Focus group interviews are also good to see the opposing ideas, and how these ideas are expressed and considered by the group.

3.4.1.3 Lesson observations

Observation is examining the participants' behaviors in their naturalistic setting in a conscious and detailed way (Cowie, 2009). In the context of this study, the naturalistic setting is the classroom, where the instructors' teaching practice occurs. Classroom observation allows the researcher to learn about particular points and reflect on them. Furthermore, it creates an opportunity to see real-life teaching situations.

The lesson observation was the last step of data collection. In this step, the observations were done to catch incidents of code switching to support previously stated views and to see whether the views shared by the instructors matched with their actual teaching practice in the classrooms.

3.4.2 Data collection procedure

The data for the study is collected in 3 steps: individual interviews, focus group interview, and lesson observations. The participants' willingness was the priority; therefore, all the participants took part in the steps they preferred. The participant instructors are represented with numbers. 10 instructors participated in the individual interviews. 5 instructors (I.2, I.3, I.7, I.8, and I.9) participated in the focus group interview. 5 instructors (I.1, I.2, I.4, I.5, and I.10) let the research observe their lessons. I.2 was the only instructor who participated in all the stages. On the other hand, I.6 was the only instructor who took part in only the first step of the data collection procedure, as he completed the individual interview.

3.4.2.1 Individual interviews

The first data collection tool was individual interviews. As the current study aimed at perceiving the participant instructors' perceptions on the use of code switching, interviews were considered extremely significant. Among the three interview types, semi-structured interview was accepted as a better choice as it eases the management of the interview for the researcher since it has a frame that is being followed but still giving an opportunity to the participants for flexibility and bringing various views.

10 instructors agreed to participate in individual interviews. 6 questions prepared by the researcher in advance were asked to the participant instructors. As these 6 questions were the main questions, all the participants were asked the same questions. However, the interviews were not limited to these questions only, and depending on the views shared by the instructors, some additional questions were asked to obtain more details.

The first interview question was asked to find out whether the interviewees code switch or not, and the reasons behind their practice. The second question required the interviewees to share the factors that they consider. The third question was asked for their views on the contribution of code switching to the learning process. The fourth and fifth questions were about the students, asking the interviewees if they allow their students to use code switching, and if their tendency to code switch differ depending on the international students. The last question was more general, asking for the interviewees' overall thoughts on code switching in English as a foreign language classrooms.

3.4.2.2 Focus group interview

The second data collection tool was focus group interview. After the completion of individual interviews, the instructors were contacted again to join the focus group interview. 5 of the 10 instructors agreed to join the group interview voluntarily. These instructors are I.2, I.3, I.7, I.8, and I.9. For the focus group interview, the main questions of the individual interviews were used again to obtain more explanations and examples from the participants.

3.4.2.3 Lesson observations

The last data collection tool was observation. 5 of the participant instructors agreed to take part in lesson observations, therefore only 5 of 10 participants were observed during their teaching practice. These instructors are I.1, I.2, I.4, I.5, and I.10. The number of the observed lessons differed depending on the instructors' permission and voluntary will. I.1 and I.5 were observed the most, with 10 lessons each, whereas I.4 and I.10 were observed the least, with 2 lessons each. I.2 was observed 4 times.

Each lesson was 40 minutes. The researcher observed the lessons with a checklist that was prepared after the completion of both the individual and focus group interviews to catch the relevant examples of the points from the interviews. Furthermore, the researcher also took notes on code switching whenever it occurred.

It is also important to highlight that the content of the lessons varied even though the same books were being used.

The classes were divided into two according to language levels: L (for low level) and M (for medium level). The students' proficiency level in L classes was A1. The students' proficiency level in M classes was A2. The number of students differed in every lesson yet there were approximately 10-20 students in the classrooms.

The classes were also formed on the basis of units, units referring to the students' departments. I.1, I.2, and I.5 are instructors teaching MED unit, and MED unit consists of medicine, dentistry, pharmacy, and physical therapy and rehabilitation departments. On the other hand, I.4 is an instructor teaching ENA unit, ENA consisting of the

departments of engineering and architecture; and I.10 is an instructor teaching TH unit, TH consisting of health management and Applied English and Translation.

3.5 Data Analysis Procedure

The qualitative data of this study obtained from the interviews and the observations were analyzed with content analysis. For qualitative research, transcriptions hold a highly significant role. Also, as stated by Erlingsson and Brysiewicz (2017), the objective of content analysis is to transform a lengthy text into an organized summary of key results.

To analyze the data in an effective manner, firstly, all the individual interviews were transcribed completely. Then, these interviews are examined with the help of content analysis and some key points as well as some categories based on themes are revealed. The key points and the thematic categories are highly repeated or dominant statements from the instructors' responses to the interview questions. The same process is followed for the focus group interview as well. The focus group interview was transcribed and analyzed. For the approval of these key points and categories, a specialist from the field was consulted.

As for the lesson observations, a checklist was used. This checklist was developed by the researcher based on the previous studies on code switching and key points and categories that are brought to the current study by the previous data collection stages that are individual interviews and focus group interview. Besides this checklist, the researcher also took notes of the code switching incidents whenever they occurred to present them as examples.

4. FINDINGS AND DISCUSSION

In this chapter, firstly, the findings of the study from the analysis of the data collected from the participant instructors and the lesson observations are presented based on the points regarding the research questions. Then, these findings are discussed based on their relation to the research questions.

4.1 Findings

This study was carried out to explore the perceptions of English instructors towards code switching, the reasons behind their practice, and the factors they consider in English as a foreign language classrooms. In this subchapter, the findings from the instructors' interviews and lesson observations are shown through tables, quotes, and explanations.

4.1.1 Instructors' use of code switching and regarding reasons

In the individual interviews, all the instructors stated that they used code switching in their classroom, even though the amount of code switching, and the instructors' purpose showed variety. The first interview question asked the instructors whether they used code switching and the reasons behind their practice.

All the instructors clearly stated they used code switching. The reasons behind their use of code switching can be classified into three major categories: reasons relating to students' comprehension, reasons relating to classroom atmosphere, and reasons relating to classroom procedure.

Table 1. The reasons behind instructors' use of code switching

Students' Comprehension	Classroom Atmosphere	Classroom Procedure
• students' level • skills • subjects	• overcoming boredom • building trust • drawing attention • creating a stress-free environment	• important things such as announcements and instructions • time

As can be seen in the table above, the common statements by the instructors are categorized into three, so that the findings can be presented in detail. These categories are prepared in a way that the first category was given more importance by the instructors as all of the participant instructors, and they all stated similar views regarding the issue. The third category consisted of views that were stated less by different instructors.

To start with the first category, the reasons relating to students' comprehension, all the 10 instructors stated that the reasons behind their code switching was purely regarding 'teaching' itself and the code switching was done to facilitate students' comprehension, the instructors also shared several different points focusing on students' level and teaching certain skills or subjects.

The following statement which was made by I.10 describes the situation in the most general way:

When I think my students don't understand the topic or when they ask directly, "We didn't understand this part the first time you explained it, can you explain it again in Turkish?" So, in general, I code switch when I get feedback from them or when I think my students don't completely understand the topic (I.10).

Rest of the instructors proposed their views regarding students' comprehension by referring to students' level.

(...) if the level of the class is not enough or if the learners or the students are really stuck to understand the lesson and what the teacher says, I use code switching during the lesson
(I.1)

(...) for low level of students, if we are talking about specifically for them, most of the time for the reading sections I'm using it. For better levels, it could be for the grammar as well. As you know, there are some idioms that we just need to, or we may need to just give the Turkish explanations for students to force them to keep in their mind. For that reason, I believe that it can be better to use them in the right manner or for the enough manner, let's say (I.7).

Even though most of the instructors commented on low level students and how they needed code switching when teaching low level students, I.5 was the only instructor who clearly differentiated her practice when it comes to teaching medium and low level students. Their statement is as follows:

In medium level classes, I do not need, or I do not apply code switching because the level of the students is okay, and they also feel secure with the instructions. In low level classes, sometimes I need code switching in the class because when I give, even if I give clear instructions and short ones, some students may not understand. For example, when we do some group work or pair work in speaking exercises, I explain the role of student A and student B, but still some students do not understand, and they just look at me. So, at that time, they just say, "Hocam anlamadık" in Turkish ("Hocam, we didn't get it."). They automatically start code switching, so that's why I need to apply to low level classes from time to time (I.5).

Moreover, instructors 3 and 8 stated their reasons behind code switching in relation to certain skills and subjects. The skill is grammar, and the subjects are several grammar topics or vocabulary.

Sometimes I also use Turkish if I feel that I have to teach them an important topic. For example, the difference between present perfect tense and present perfect continuous tense, and if I feel that they have to understand the main difference because it's going to be important for the exam, first, I use English ... if I feel that they don't understand, I just try to come up with some new examples, and then, if I still feel that they don't understand but they have to, I use Turkish too (I.3).

Sometimes, especially at the first level, when they start learning new vocabulary, some words can be pretty hard to explain with other words because they don't know those too and if it is especially not an object, something that I can show, like a concept, so sometimes code switching can help in that too (I.8)

Moving on to the second category, the reasons relating to classroom atmosphere, 6 instructors (I.1, I.2, I.4, I.5, I.7, and I.9) mentioned various points such as overcoming boredom, building trust, drawing attention, and creating stress-free learning environment.

I.2 was the instructor whose main reason for code switching was making the students feel safe and building trust, their statement is as follows:

There are a lot of reasons. I mean, the most important reason for me is that students feel safe. They feel that they can follow the things, important things such as deadlines, such as assignments, instructions, and when they do that, they feel safe, and as a teacher, I also feel safe. This is the most important reason, I guess. Do you want me to mention the other reasons? ... I mean from safety, building trust comes. When students feel safe, I think that I can build trust between us. I mean, they can be closer to you as a teacher. It depends on the students, it depends on the class, of course, but when they do that, they can feel that they can trust you as a teacher (I.2).

I.4 also commented on how the use of code switching makes themselves as the teacher and their students feel relaxed:

“As I said, like, just because I sometimes feel relaxed and sometimes students also feel relaxed when they hear something from their own language, you know. It makes them a little bit relaxed, and it makes them smile” (I.4).

Some of the instructors proposed their ideas focusing more on the relationship between the classroom atmosphere and the students’ learning process rather than the teacher-student relationship or the interaction in the classroom. For instance, I.1 and I.7 use code switching to support their students’ learning process and keep them engaged in the lesson.

I use it for, for example, sometimes they feel bored because the topic of the lesson is too hard, or the subject is not interesting for them. I start using code switching, like I give a short break to continue to the lesson and start talking about jokes and what is being popular at that time. So, it seems this causes to disrupt the lesson. However, after that, I see that it helps them to overcome boredom in the classes (I.1).

(...) at some point we need to use it to just grab the attention of them, ... it could be hard for students to stay connected to the lesson. For that reason, from the point, we just need to wake them up. And most of the time I'm just using this to, let's say, stimulate the different parts of their brains. Otherwise, I'm just going to speak English for them, for some students it could be hard to just catch the, especially, pace of my speech sometimes. I'm sorry about that. In that way, I'm just using code switching, I guess (I.7).

Additionally, I.5 and I.9 stated how the use of code switching can encourage student-student interaction and affect classroom atmosphere, therefore it leads to a stress-free environment.

Every classroom has its own atmosphere. Some classrooms are so warm. I mean the students. They have a really good relationship among themselves but in another class, the number of students is fewer, but the tension is high in the class. So, according to the classroom atmosphere, sometimes I can be too strict, but sometimes I can be really soft. I just try to keep the time as short as possible when I code switch (I.5).

To make jokes. For example, if all my students are Turkish, if a joke that they can understand comes to my mind, I switch to Turkish and make that joke. My current class is like that, for example. All of them are Turkish. Sometimes I switch between English and Turkish to make such a joke... It usually happens more at first. In order to make the class more engaged, but it's important to balance it well. Otherwise, the students tend to talk in Turkish more (I.9).

The last category of the reasons, the reasons relating to classroom procedure, was brought to the study by 3 instructors (I.2, I.3, and I.8). These instructors highlighted the importance of things such as announcements and instructions. Things like announcements are not a real part of students' language learning process, yet they play a huge role in students' grades in the foreign language classrooms. Especially the portfolio and project tasks are a huge part of the students' evaluation, so, students' comprehension of the tasks is significant.

The first reason that was shared by I.3 and I.8 was regarding announcements and instructions:

There are some reasons. First of all, sometimes, if I have to talk about an important announcement, like the deadline of the projects or portfolios, I feel like I have to make sure that they understand and they don't have any problems. So, first I use English and then to make sure they understand, they comprehend the task, I use Turkish (I.3).

Actually, there are a couple of reasons. I mean, if possible, I try not to code switch but sometimes due to some reasons, especially if it is about an important subject, like the instructions of a project or if we are behind the schedule and before the exam, if I have to finish all the topics or sometimes, especially at the first level, when they start learning new vocabulary, some words can be pretty hard to explain with other words because they don't know those too and if it is especially not an object, something that I can show, like a concept, so sometimes code switching can help in that too (I.8).

In addition, even though I.2 stated that they were using code switching mainly for creating a comfortable learning environment for students, they also commented about important things referring to announcements and instructions.

(...) and also, sometimes I code switch because I don't want my students to miss anything important if their level is too low. I repeat the things I said in English in Turkish. Yeah, that's all, I guess (I.2).

In addition, time was given as a reason as a reason behind code switching by instructors I.6 and I.8. While I.6 commented how code switching saves time for them, I.8 shared an example from their teaching experience to show why they used code switching in relation to timing.

(...) because sometimes it's almost impossible to explain the situation to my students and a simple Turkish word can explain the whole situation and after that they fully understand the whole point and then I continue my lesson. It really helps, instead of wasting my time, it really helps the process to move forward (I.6).

(...) that is also something that I experienced a couple of years ago. It was a class and we had to finish some topics before the exam time. The vocabulary part, the part that (...) which they were just filling with some new words, they did it and I explained everything in English but at the end, for example, it was near the end of the lesson. The student asked me the meaning of the word just like (...) to double check it. So, yeah, I used code switching there, too, because it seemed logical because it was the end of the lesson, so stuff like that (I.8).

All the previously mentioned ideas are also supported in the focus group interview as the participant instructors (I.2, I.3, I.7, I.8, and I.9) shared similar opinions. All the instructors shared their reason behind code switching in relation to their students' comprehension. I.8 was the only instructor who did not state any reasons regarding classroom atmosphere, and I.2 was the only instructor who stated a reason to use code switching in relation to classroom procedure.

Table 2. The reasons stated by the instructors in the focus group interview

Reasons	Instructors
Students' Comprehension	I.2, I.3, I.7, I.8, I.9
Classroom Atmosphere	I.2, I.3, I.7, I.9
Classroom Procedure	I.2

In conclusion, the analysis of the collected data showed that all the instructors use code switching, and their reasons behind their use of code switching differed. The instructors stated that they use code switching to facilitate their students' comprehension depending on their level and certain skills and subjects. They also stated that they use code switching to overcome boredom, build trust, draw attention, and create a stress-free environment. Lastly, they stated that they used code switching for classroom procedure, to announce important details and manage time. All these reasons were stated by the instructors to show why they feel the need to code switch, or they prefer code switching. The most stated reasons were focused on making the students comprehend the target language, and then, on making them feel better in the learning environment.

4.1.2 Instructors' use of code switching and regarding factors

Factors are the significant points the instructors take into consideration to apply or avoid code switching and the second interview question asked the instructors the factors they considered. The factors that are taken into consideration have a huge role as they shape the instructors' teaching practice and use of code switching.

Table 3. The factors that are considered for code switching

Factors	Instructor
Level	I.1, I.5, I.6, I.9, I.10
International Students	I.1, I.3, I.4, I.7, I.9
Teacher-Student Relationship	I.2, I.4, I.7
Time	I.8, I.10
Institution's Policy	I.3
Students' Participation	I.10

Since all the instructors stated they used code switching in their classes, all of them were able to share several different factors. Being stated by 5 instructors each, level (stated by I.1, I.5, I.6, I.9, and I.10), and international students (stated by I.1, I.3, I.4, I.7, and I.9) are the factors that were stated the most. On the other hand, being stated by only 1 instructor each, institution's policy (I.3) and participation (I.10) were the least stated factors.

Students' language level, referring to classroom profile, is one of reasons as well as the factors. It is not only one of the reasons why the instructors use code switching, but also a factor that affects the instructors' decision on the use of code switching.

Because their views on teaching and use of code switching are shaped in accordance with the students' level, I.5 made a very detailed explanation on how they took level into consideration as a factor. Except for the students with very low level of English, they tried not to use code switching, so that their students could get used to the target language, English, and this can lead their students' learning process to fasten. Their statement is as follows:

(...) and from my experience, I have seen that, especially in our country, while most students are learning a foreign language, first of all, they start thinking, even if they are speaking or writing, first of all, they start thinking in their own language, such as in Turkish, and then they continue with translation part. So,

making this actually, that makes the learning process slower, so that's why not speaking in their own language actually makes the learning process faster. This is what I see in my experience. So that's why I try to make them get used to speak English or write in English directly, and as fast as they get used to this method, their level becomes much better and they get used to speaking and writing, especially in English. This is the main reason for not applying. And for applying, you know, we apply this method or let's say we explain, we give instructions, or we talk about a topic in the class several times, especially when the topic is grammar. Sometimes it's hard to understand for the students. So, we need to explain it or paraphrase it several times. But even then, low level students have difficulty in understanding, and actually, there might be a block somewhere in their thinking. Sometimes we cannot vanish this block or destroy it. So, at that time, if the student resists in not understanding, then I feel myself being have to apply it or apply the code switching. And the other factors, especially I think the main reason is the students' needs. I think, yeah, I focus on that one, the students themselves (I.5).

I.10 shared similar explanations, as they stated code switching can be helpful when low level students show resistance in learning English.

The level is a factor because at the same time, you need to be able to relate to low level students, especially if they show resistance to the English learning process and establish a connection with them. There are such students, even a few, in almost every class I teach, and since we will have to engage these students in the lesson somehow, we have to benefit from code switching (I.10).

According to I.6, students' level was the biggest factor. They stated that they used code switching for low level students, so that they could continue the lessons.

Some factors... Like, especially, the level of the students is the biggest factor because right now I'm teaching low level students and ... sometimes they just look at me with blank eyes and they stare at me, so that's why I just code switch, so that they will understand, and we will move on, we will continue with the activities, but of course, first I try to explain it in English. If I see on their faces

that they didn't understand, I immediately code switch and then I continue my lesson (I.6).

Moreover, I.1 stated that their purpose of the use code switching changed depending on the level, thus level is a factor they highlighted.

Actually, if they are higher level, I generally don't use code switching. If the level is lower, for example, A1 or A2, as you know, like, they always are stuck with something about the topic, about the grammar. So, in these situations, I use code switching. Like, actually, I explain the topic clearly using some examples in Turkish. For the high classes... I'll add something like this, I told you I prefer not to use it for high level students, but I do something like this: If the students are high level students, I use code-switching, when they feel bored during the lessons (I.1).

Lastly, even though I.9 did not share any details about the issue, they were so certain about level being one of the factors.

"The level of the class, do they understand the subject or not?" (I.9).

Number of international students in classrooms is also accepted as a factor by the instructors. The students being Turkish speakers or not was stated by many instructors as this helped them decide on times or amount they could use code switching. Very similar ideas were shared by the instructors, all the statements are as follows:

"Give me a second to think. Especially, like, if there is a foreigner student in the classroom, I avoid using L1, like, Turkish language but if all the students are Turkish, I use code switching – and this is one of the factors" (I.1).

(...) first, I use English because there are also some international students as well, and then, if I feel that they don't understand, I just try to come up with some new examples, and then, if I still feel that they don't understand but they have to, I use Turkish too (I.3)

(...) sometimes I also do code switching because if all the students are Turkish learners especially, so when I feel that they really can't understand what I'm

saying exactly and if it is something really important, I feel like I have to do it sometimes but it's not all the time if I really feel like it (I.4).

I believe the most, or one of the most important things is the number of students. Let's say that we have 20 students in the class but only 5 of them are Turkish. In that way, we just need to minimize the usage of code switching because the other students probably won't understand us. And also, in the other case, if we have, let's say, 15 Turkish students but only 5 international ones, the times can be a little bit more than the previous example. Because in that way, we can just be beneficial for more students (I.7).

Foreign students (...) Generally, students of Arab origin know Turkish, you know, because they watch our TV series. Assuming they know some Turkish, I sometimes switch codes, but I never say anything above the level. Also (...) I do it considering whether they will understand the joke or not (I.9).

Other stated factors were about particularly the students that the instructors were teaching. Factors like students' request and teacher-student relationship, focused more on providing students a better environment rather than just teaching. Instructors 2, 4, and 7 talked about these factors by stating the following:

I think the personality of the students, because at the end of the lessons, I mean, at the first lessons of each class, the students asked me specifically to talk in English all the time. I had a situation like this when I started working at my last university. Students asked me to speak in English all the time, and, okay, I confirmed, I approved that, and I said "It's really important. Thank you for saying that to me." I need to speak in English all the time, but of course, I mean, I didn't. I wanted to keep the doors open, and I said, "If, but still, if you don't understand things, if there's something important that you want to ask me, if you have difficulty, you can ask me in Turkish." I said that (I.2).

Sometimes it makes them laugh and they can understand that if they really need it, they can also do... they can also do the same thing. They don't have to push

themselves that much, you know, so I think they feel a little bit more relaxed when they are aware of this (I.4).

(...) And also, in fact, the relationship between me and the class just determines the way and also the usage of code switching as well. Because if, let's say, I can see the benefits of using this one, I use it a lot or if I just realize that it is not working for this specific class or these, let's say, particular students, I'm not using it at all (I.7).

Time was also stated by 2 different instructors (I.8 and I.10). I.8 stated that they considered when they used code switching or let the students code switch, and I.10 focused more on the fact that the instructors have to follow pacing, so timing is important.

(...) if we are behind the schedule and before the exam, if I have to finish all the topics or sometimes... I'm thinking about it, but all right, so, yeah, we were talking about the time limitation. So, that is also something that I experienced a couple of years ago. It was a class and we had to finish some topics before the exam time. The vocabulary part, the part that... which they were just filling with some new words, they did it and I explained everything in English but at the end, for example, it was near the end of the lesson. The student asked me the meaning of the word just like... to double check it. So, yeah, I used code switching there, too, because it seemed logical because it was the end of the lesson, so stuff like that (I.8).

I think timing is a very important element in our lessons because, unfortunately, we are concerned about following pacing before anything else. At that point, we may have to ignore other things, unfortunately reality requires this. Timing is definitely important, but it doesn't mean that code switching is a waste of time for me (I.10).

Besides these factors, I.3 talked about how they took institution' policy as a factor and tried to keep the code switching minimized due to it.

Sometimes I feel like I shouldn't, you know, code switch because that's the school rule. We always have to, you know, use English but the thing is I just,

you know, before I code switch, I just stop and think that what if someone hears me right now because I have to, you know, speak Turkish. It's against the rules. I shouldn't do that but sometimes I'm like, okay, I don't think that everybody follows this rule. So, I mean, I'm going to use it no matter what because I know my colleagues also do the same thing (I.3).

Furthermore, I.10 was the only instructor who brought up students' participation in lessons as a factor, referring to especially online lessons.

In online classes, unfortunately, students are away from the keyboard, and they don't care about participating to the lessons by turning on their microphones. That's why I can accept the students who participate to the lesson as a factor. The feedback from the students who participate in the lessons. Also, after grammar explanations... After the exclusive explanations... after moving on to the exercises, if I can't get the correct answers I expect from them, I consider this as a factor. Code switching may be necessary (I.10).

The participants in the focus group interview were focused more on level, international students, time, and institution's policy as factors. None of the participants brought any views on factors such as teacher-student relationship and students' participation even though these points were mentioned in the individual interviews previously.

Table 4. The factors stated by the instructors in the focus group interview

Factors	Participants
Level	I.3, I.8, I.9
International Students	I.3, I.7, I.8
Teacher–Student Relationship	-
Time	I.3, I.8
Institution's Policy	I.3, I.8
Students' Participation	-

To sum up the factors the instructors take into consideration, it can be said that factors such as level, participation, and time are given importance just to facilitate teaching for instructors and learning for students. On the other hand, factors like the number of

international students and teacher-student relationship are given importance to provide a better learning environment for the students. In addition, students' level and the number of international students are the factors that were stated the most both in the individual interviews and the focus group interview. Also, even though teacher-student relationship and students' participation were stated as factors that are taken into account in the individual interviews, none of the participant instructors talked about these points in the focus group interview.

4.1.3 Instructors' views on the contributions of code switching

After reasons and factors, the instructors were asked about the contributions of code switching to learning process. All the instructors answered this question and made explanations based on their own teaching experience and in relation to their previous statements.

Even though I.1 was not able to give many the details about the issue, they stated that code switching contributes to students' learning process in a positive way:

In a positive way, when I think of my students. How can I explain positive way? (...) It helps them to understand the points that they didn't get, in a positive way. And what else? I generally use code switching, but now I don't know why. I cannot explain the process (I.1).

As stated before, I.2 was more focused on how their students feel. Additionally, they explained why they found code switching beneficial in terms of vocabulary teaching.

As I said, the students feel safe, when they feel safe, they will have (...) I mean, the classroom, the atmosphere of the class will be positive, and they will be open to learning, and when they don't understand something, if they, like, if they cannot ask me in English, if they have some difficulty in that, they can ask me in Turkish and I can explain that in Turkish if they want ,or, I mean, I can find other techniques or methods (...) sometimes I code switched, especially in terms of vocabulary. There were, let's say, there were two words which are closer in meaning in Turkish or, I don't know, it can be in Arabic or Persian. I needed to, like, for Turkish students, I needed to say the words in Turkish because they

couldn't understand the differences between those two words. For, like, for Arabic or Persian students or for the other students who have other native languages, I asked them to specifically look them up in a dictionary or ask about the words. I mean, talk to their friends to understand the meaning of the words. Yeah, actually, maybe teaching vocabulary, teaching vocab. I mean, students' learning can be improved in terms of vocabulary (I.2).

I.3 focused on the issue by stating that students' comprehension could be supported with code switching because they have exams.

(...) I don't think that speaking English all the time constantly helps them learn better. Sometimes if, especially if their proficiency level is not that good, sometimes we have to use Turkish, and when I do that, based on my experience, I feel that they learn better because they are so anxious about their exams. And, you know, they just have to make sure that they understand the point clearly, so sometimes they need to hear the instructions in Turkish and I feel that sometimes it's useful for us to do that (I.3).

I.4 stated that code switching contributes in a positive way if it is not used excessively and it also creates an opportunity for better learning environment.

I think it contributes in a positive way, not all the time. If it's not an excessive use, I think it contributes in a positive way because... it motivates the learners more, I think. Because when they also do code switching, they also learn some words from their... from the other students' native languages, and they, I mean, if the student, if the classroom is international classroom, so when they do, when they code switching, you know, they start asking some questions to each other, and just because they are curious about the word, about the word's meaning, etc. or if I use the word, 'Hocam, what's that, what does it mean?' So, we start, we start explaining the word in English. So, actually, it creates a speaking environment in English because we are trying to know the words, trying to learn our cultures, why do we use this word, when do we use this word, for example, so, I think it creates a better environment for the students (I.4).

I.5 was the only instructor who made a very detailed statement by bringing different techniques that can be used rather than code switching, yet they shared that code switching is helpful for explaining complex tasks or grammar topics.

When we give the clear instructions, everything is okay. And when we teach vocabulary, we again can paraphrase the words, or we have synonyms or antonyms to explain it, but some topics can be complicated. For example, when we give the writing prompts, when it is group work, and the task is too complicated, or especially when it is the grammar topic, I think code switching can be more helpful (I.5).

I.6 stated that students who have challenges can be supported with the use of code switching as code switching can help when telling them how to do something. They shared an example from one of his classes:

(...) I see that they are at least trying, they are trying to, sometimes, they even try to look up on the internet such activities. Right now, I have one student who is really having some trouble with the vocabularies but most of the time, I just tell her that in Turkish, it's called "blah blah blah". Let's say (...) like the next lesson, I didn't say anything, I didn't give any explanation and she just started to use the dictionary by herself because maybe she got the courage from me like that. She wanted to do something, she wanted to search so she can learn and she can be the part of the process (I.6).

I.7 stated how code switching is beneficial in terms of vocabulary teaching and shared an example from one of their classes:

First of all, there are some difficult words that, especially again, the low level of students can't just explain because, let's say, this word is 'pedestrian' and to define this word, most of the time we just refer to relative clause, but they don't know relative clause, and for that reason, they don't know how to use it. Because of that reason, they tend to say the Turkish definition of it directly and they want to say it. However, if you do not let the students to say this one as well, you can see that they are just, I mean, they are doing their best by using their minds,

gestures, etc. too. In that way, I just help. I start to define the word and I just come till the end of the relative pronoun: “These are the people who (...)” and after that, I'm just waiting for them to complete the sentence. After that point, they're just saying the Turkish word, and after that, they just laugh all the time, or they say that “We have defined this word in that way. Hocam, we have used relative clause in that way but the definition was ‘yaya’”, for the word specifically. In that way, again, I feel positive because after some time, instead of just telling the word directly to you, the Turkish meaning, at least they just try to make the sentence, even for the beginning of the words or even they say that “Hocam, we have used relative clause for the definition of it”. I believe it is a, let's say, step forward (I.7).

I.8 also stated that code switching is mainly positive and contributes to low level students' vocabulary:

I think it is mainly positive because, as I said, it is up to the teacher to create that environment in which the foreign students are not annoyed with the code switching. I think, of course, there might be other cases, but I have never experienced them so far. For me, code switching is something that I use at the low level, and they mostly appreciate it because while the foreign student is checking that word in his or her own native language from the phone just for a moment, well, similarly, the students are using me like a dictionary for a moment, and at some cases, like when the concept is too hard to explain or with the important deadlines, then I think it is useful (I.8).

I.9 thought code switching contributes to students' learning process in terms of grammar:

Like (...) in terms of grammar, students understand it better when it is explained in Turkish, when I explain it in English, I can understand it that there are question marks on their minds. There may be words they do not know. When I tell them in Turkish, I can see the “Aahhhh” happening. You know, then they understand, I think it is very useful in that case. So, in a classroom with Turkish students, I am explaining in English, but I say, "Did you understand or not?", I make them

give examples, I want them to make sentences, but when they can't, I think I can repeat things in Turkish. It gets better then (I.9)

I.10 was the only instructor who shared views on code switching having both advantages and disadvantages because it helps the learning process by making everything clear for students, but it hinders the exposure of the target language:

I want to answer this using the concept of 50%-50%. Of course, besides its effects, it also has disadvantages because one of our goals in language classes is students' exposure to the language and for us, as instructors, to be the model of this. We are the ones who will provide this exposure. Of course, throughout my education and career process, there are stories that tell how students, even from the lowest level, have achieved better levels just by being exposed to that language. At the same time, it is also explained that there are negative training outcomes in places that do not support this and where such situations do not involve code switching. I think there is clearly an effect of the negative perception towards code switching for this, but I have observed code switching to a more positive extent in my practice so far. I mean... I saw that I got better feedback from the students when I used code switching. However, there are also students from different cultures and with different languages in our classes, and it is absolutely important not to lose them. Maybe this could be the negative aspect. Of course, an instructor who switches codes too much and too frequently may lose foreign students at some point. Especially, if the student doesn't personally expect an explanation, or doesn't ask the instructor to make an explanation again due because of anxiety or their level isn't sufficient to understand things. Unfortunately, the student is also negatively affected by this. But I can say that while I'm code switching, if there is a student in my class who speaks a different language, I continue as much as I can by making sure that this student doesn't have a problem (I.10).

As can be seen in the table below, instructors in the focus group interview put different views on the contributions of code switching to learning process. I.2 and I.3 talked about how they believed code switching contributes to the learning process positively in every

aspect. Instructors I.7, I.8, and I.9 stated their views on code switching in relation to skills such as grammar and vocabulary. I.8 and I.9 stated code switching contributes to students' learning positively when it comes to grammar and vocabulary as it helps them to comprehend the items quicker. However, I.7 stated that code switching brings some disadvantages when it comes to grammar since there are grammatical differences between the mother tongue Turkish and the target language English.

Table 5. The contributions of code switching stated by the instructors in the focus group interview

Instructors	Views
I.2	Positive
I.3	Positive
I.7	Grammar – negative Vocabulary – positive
I.8	Grammar & Vocabulary – positive
I.9	Grammar & Vocabulary – positive

All the instructors believed that code switching contributes to their students' learning process in terms of creating a better learning environment, vocabulary teaching, and grammar explaining. I.5 was the only instructor who came up with different techniques such as paraphrasing and giving synonym or antonym to support the students, so that code switching is not used excessively, and I.10 was the only instructor who brought the importance of the exposure of the target language and how the instructors should provide this, thus even though code switching contributes to the learning, it should not be used more than necessary.

4.1.4 Instructors' views on students' code switching

After finding out about the instructors' use of code switching, and the reasons and the factors behind their application, 1 interview question was asked the instructors to learn more about the relation between code switching and their teaching practice in the classes. The instructors were asked to state whether they let their students use code switching in the lessons.

The most common statement is that the instructors let their students code switch, if necessary, but they mostly encouraged their students to talk in English. This view is stated by I.3, I.4, I.6, I.8, and I.9.

Their statements are as follows:

Let me think about that. I had a lot of students. Some of them refuse to speak in English because they think that they cannot do it. I don't like forcing them, but I also don't let them speak in Turkish. I just, you know, 'If you're not going to use English, then do not talk, and if you have to talk, if you have to answer my question, you have to find a way to express yourself but do not use Turkish.' This is the warning that I constantly do in my lessons. So, I usually try not to let them speak Turkish (I.3).

"(...) not all the time but I think they need to feel relaxed, first of all. That's what I believe but I, of course, I push them like 'Just say it in English as well, say it in English as well'" (I.4).

Yeah, I try not to, I mean because I'm the one who teach so my whole point is to teach them English. So sometimes, of course, they use it because it's not their mother tongue and they are more confident when they speak in Turkish. But I try that, I'm not forcing them to speak English but especially when they give answers, they have to give it in English but sometimes I say, "So, what is this in Turkish?" so that I can understand if they understood what I said (I.6).

Actually, if they are code switching, it means that they are just talking about something that is not related to the lesson. So, usually when I hear something like that, especially during the time that we give them to do the exercise, I see them talking, I go near them and I ask them if there is a question that they want to ask. So, I'm forcing them to ask it in English to me and in other scenarios, let's say if they are talking, it is something probably like a gossip or they're making fun of something. So, in that situation, I just hush them. That's all (I.8).

"I mean... if the student has a hard time trying to express himself, then I let him. But I generally prefer them to answer in English" (I.9).

I.1 shared a view that contrasts with I.4, I.4 clearly stated that they did not let the students use code switching during the group work and pair work, yet the same situation is supported by I.1:

(...) but especially if I do some like group works or peer works, I all the time observe them. I all the time warn them not to use any native languages of them. But in the lesson environments, if you are not doing any specific task, so, of course, I let them speak any languages, however they feel like, you know (I.4).

“Yes, I let them use it, especially in pair work activities. ... The reason is... because I think they feel more comfortable when they use code switching during learning the other language. Because of that, I let them use it” (I.1).

On the other hand, I.10 stated a similar idea to I.4, both of the instructors shared that they used repetition to support students’ use of English.

“(...) I repeat them after they say in Turkish or after they speak some, like, Arabic with each other, (...)” (I.4).

I (...) let my students code switch. However, the answer may depend on the students’ level... or the level of the class. I have to touch upon it here again. Let's say the student couldn't remember a word. At that time, they pronounced or said it in Turkish without realizing it. At that point, I immediately remind the student that if we have just learned the word, or if it is a vocabulary item that we have studied recently, like “Yes, you meant that, didn't you?”. The student gets it. But let's say, in lower grades, since the student automatically answers the questions I ask in English in Turkish, I tell the student's answer to him in English. Then, they repeat me. It's kind of drilling (I.10).

I.2 stated a different point of view compared to the other instructors. They let their students use code switching to lower their own amount of code switching.

Yes, I do that because I, sometimes I don't want to be the one who speaks in their native language all the time. I feel that sometimes I feel, sometimes I speak in my native language a lot, and I mean, for Turkish students, for example, I say

that ‘I spoke in Turkish a lot. Could you please translate or say what I said, what I've said? I mean, could you translate them to your friends?’. I do that a lot, actually, or if they're international students, I say the same thing. Yeah, I do that (I.2).

I.5 stated that they did not accept students’ code switching a problem as long as it facilitates the students’ understanding. In addition, I.7 stated that their permission for students’ code switching depended on time and students, and shared a memory to support their view.

“Yeah, if it makes the students' understanding better, I don't accept it as a problem” (I.5).

It depends. It depends on the times that they are just doing it or it depends on the people that they just do it. For example, I've had a funny story from one of my medium level students. At the end of the lesson, I just set them free for the last five minutes, let's say and they are talking about politics, let's say and one of the Turkish students is trying to learn the person who is the president of... I don't know, one country and she was just using her hands as well to say that ‘Who is your head?’ and after that she said ‘Başınız’, and it was a very funny story, in fact, for most of the students as well, because they had just laughed too but unfortunately, international students couldn't get the point for this. Because of that, it depends on the students and also it depends on the times that they try to do it (I.7).

In the focus group interview, instructors highlighted different views on whether they let their students use code switching or not. I.8 was the only instructor in the group to share the fact that their decision to let the students code switch depended on the stage of the lesson. I.3 and I.9 shared that they encourage students to talk in English due to different reason. I.3 stated that they let their students use Turkish when there were no international students in their class, on the other hand, I.9 stated that they asked students to translate sentences, and this caused them to speak Turkish more.

I definitely don't give permission at the beginning of the lesson. I usually say "Let's say this in English". But when it comes to the end of the lesson, because

it is an 80-minute lesson, and the human capacity isn't suitable for receiving information for such a long time, and because we are talking about the 17-20 age group. Actually, when it comes to the end of the lesson, when it comes to something in Turkish, especially as we've just talked about, when it comes to the confirmation part in their own language, then I don't get involved too much because obviously, at least I say, Okay, the child is trying, he is trying to understand something, he seems to understand it. He just needs one or two approvals; he just needs to be sure. Then maybe... I mean, especially, in most of them, I try not to allow them from the beginning. Clearly, I try not to let them, so that they won't take it for granted, but when it comes to the end of the lesson, maybe... I don't know. Since I don't have much strength left, I think, 'Okay, it's the 70-80th minutes, so ask, what will happen? That's all from me (I.8).

What affects my decision is whether there are Turkish students in the class. In my own class, as I said, they are all Turkish and they have difficulty asking questions in English about things they don't understand and they really can't, and after seeing them suffering so much, I say, "Okay, ask in Turkish." I say that because they can't do it. But if there are any foreign students, if they ask about something in Turkish, I want them to ask in English because maybe the foreign students didn't understand the point they are asking about. If they try to ask in English and still can't, I say what they're trying to ask in English, say "Is that what you're asking?" and answer. So, if there is no foreigner in my class, if they want to express themselves in Turkish, I allow them. But otherwise, I try not to allow it too much (I.3).

I realized that they were taking advantage of me. We usually do the exercises after covering a grammar topic. I try to make each of them say a sentence individually to make sure whether they have learned or not. "Come on, say this," I say, "in English." For example, I speak Turkish there, so even if they make a sentence English, they continue to ask me questions in Turkish. I feel a little bad there, as if I was encouraging them, but since they speak Turkish, I say it in Turkish, "Come on, say it in English." (I.9).

To conclude, all the instructors stated that they let their students use code switching from time to time, yet some of the instructors are more careful and try to encourage their students to use English more. I.1 let their students use code switching during pair work activities so that the students' interaction will be higher, I.2 made their students code switch so that the students' comprehension was supported by their own translation. The other instructors continued their lessons with a tendency to more use of English.

4.1.5 Instructors' views on code switching in relation to international students

The 5th interview question was asked to the instructors to find out whether they prevent code switching when they have international students in their classes. The question was not only limited to that, but also required the instructors to share more about their tendency to use code switching depending on the international students they have in their classes and the techniques they used to handle the incidents of code switching.

When it comes to code switching in the classes in which there are international students, whose mother tongue is not Turkish, the instructors' views were divided into two. Half of the instructors (I.1, I.2, I.3, I.7, and I.9) stated that they do not prevent code switching, they do code switch, but they try to help international students in different ways. After answering the interview question 'Do you prevent code switching when you have international students in your classes?', they also commented on how they managed the situation. The statements of instructors 1, 3, 7, and 9 are as follows:

No, unfortunately. (...) Actually, firstly, I use code switching if I have to use it. And then after that, in order to make it clear for the international students, I explain the thing that I told the other students in English. I'm translating everything to them. (...) The jokes, the things that I told them, like the gist of the topic, actually (I.1).

Oh, yeah. When I code switch, I just, you know, tell them that I am talking about the same thing that I have just mentioned, so nothing new. "You just don't have to worry because I just explained this but I just want to make sure that your Turkish friends should understand it. So, that's why I am code switching right now. Nothing new." So, I just try to comfort them (I.3)

For them? In fact, for all of the students at first, I'm just trying to use the English explanations or the definitions of the verbs we have, and after that, I'm just taking the approvals of them. I'm just asking, for example, if a student called Mohammed says that "Hocam, I don't understand the verb.", I'm just trying to explain them again, and one by one, I'm asking them, "Do you have any questions or do you understand this specific verb?" If they say yes, then after that, if the other students need, I just tell the Turkish version, I'm just changing the language of this specific part, but it only takes not more than two minutes most of the time for that reason, I have never experienced a negative thing. ... Also, while I'm just teaching the grammar part at first, I definitely don't use it but later, again, if I can see the necessity for it, I just infer it. Most of the time, close to the end of the lesson, again, because of the course, also losing their focus, let's say, I just infer that part of code switching too (I.7).

First, I explain in English. Then, I ask them if there are Turkish students who didn't understand. If they say, "We didn't understand", then I say "I'll explain the same things in Turkish" and I explain in Turkish. (...) For example, I was trying to translate the jokes last year. This was difficult, but we were having a lot of fun (I.9).

These instructors stated that they did not prevent code switching even in the classes in which they had international students, yet instructors kept translating everything that required code switching for their international students, and I.1 and I.7 let their international students know that they would be code switching or get their international students' approval. In addition, I.9 both let the international students know that they would be using code switching and translate everything for them.

Moreover, instructors 2 and 7 shared their comments on their international students especially. As the instructors do not speak the international students' mother tongue, they try different techniques to help them. I.2 stated simplification, effective use of dictionaries, and encouraging student-student interaction, whereas I.7 stated how they used some words from the international students' mother tongue to make them feel better.

Actually, I don't have that, like, prevention thing. I mean, if there is there's something that they couldn't understand, my international students, sometimes they ask me to, like, ask me to repeat things. I repeat those things. I simplify them so they can understand. And what do I do? Like, I wrote, I write the important thing on a dictionary, online dictionary, and I choose the, I mean, for example, Google Translate, I choose the other, the native language of them, and then I translate the words, the important key words. I do that. I don't have any, like, fear, not fear, but how can I say? Avoiding thing, avoiding code switching when there are international students in the class. Of course, I try my best for my students. I mean, I want them all to understand the things that I say. ... I also, like, ask them to, like, ask their friends. If there are two international students in the class, let's say who speak, who share the same language, I ask them to, like, if one of them understands, I ask that one specifically, I mean, to translate the things I said to their friends (I.2)

And also, for international students, for some of them, I'm just trying some verbs that they are using in their own language, in their native language so that I can just try to be, let's say, or I can just try to behave or speak in language that they are familiar with. In that way, I'm just trying to, again, take their attention back to the lesson. And also, I'm trying to, let's say, put them again in the center of the lesson as well because most of the time, unfortunately, we need to speak Turkish, code switch but for them, again, they couldn't understand the majority of the things that we have said. For that reason, even you say a couple of words, let's say, in the language, "hi, hello, how are you" etc., you can see that they, in fact, become very happy as a result of this one. And also, they are more involved in the lesson and also the process that we are just teaching (I.7)

On the other hand, other 5 instructors (I.4, I.5, I.6, I.8, and I.10) stated that they did not use code switching, or at least they tried not to code switch when they had international students in the classes. However, they also stated that code switching incidents might still occur, therefore they had some techniques they followed to manage the situation.

I.4 stated that they prevented code switching, they just used common words that could be understood by the international students, speakers of other languages. They also stated one negative experience from their previous classes that affected their view later.

If the classes are like mixed classes with international students, of course, I prevent to use, prevent code switching because (...) actually, just because I use some specific words like 'yani' (I mean), like 'vallahi' (I swear), these are all like also Turkish and Arabic language words. So, they're all familiar with these words and they all feel relaxed when they hear these kind of words. So, if there are international students, I avoid using any Turkish language because when they can't understand, they feel more stressed and they feel more nervous as far as I observe. So yeah, I avoid it if it's a mixed class, I think. (...) I mean, like, I specifically don't use any Turkish word with them, so yeah, if they can't understand the word, I prevent myself to use it but if they can understand, for example, 'tamam' (okay), so I can use it, of course. I feel more relaxed when I use this word. (...) I can't remember exactly, I can't remember what the word was or what we were talking about, but I think it was the student made a joke in Turkish and we laughed, I think. I can't remember exactly and maybe I said something in return in Turkish maybe at that moment, you know, and then just because the international ones couldn't understand what it was about, I started translating immediately into English but of course, when I translated into English, it didn't, like, have any meaning, you know. It wasn't funny at all, and it was a weird moment for all of us (I.4).

2 instructors, I.5 and I.8 stated that they prevented code switching in the classes when there were international students because they wanted to prevent their international students feel discriminated or secondary.

I also, yes, try to prevent code switching even if I have international students in class. And I have exactly one of these classrooms right now in this track. For example, there are four Persian students in the class and those four Persian students sit next to each other and somehow from English, they switch to speak Persian. And, you know, when they speak Persian, I cannot understand and if I

speaking Turkish or if the other students speak Turkish, the Persian students do not understand. So, in this way, I think I feel that there is a type of discrimination inside the class and especially in the, let's say, last week, I suppose, there is a type of offensive situation in the classroom because when the students, when some students start speaking Turkish, suddenly the Persian students felt offended and they say that, I do not know if they do it intentionally or not. Suddenly they started to say that "They speak Turkish. So, what if they say some bad words about me?" and I directly told them that "OK, when you speak Persian, I don't know if you say bad words about me or not. How can I trust you? You're the student. I'm the teacher." So, yes, among the international students, I also try to prevent code switching and it's not only because of learning process or the outcomes. It's also because trying to stop being offensive for both the Turkish ones or the international students. (...) The specific thing, even if I, or let's say whatever I say Turkish in the class, I directly translate all the words in English also. For example, I said something, or I made an announcement in Turkish, just to make it clear that everyone in the class understands clearly. Directly, when I finish the announcement or speaking Turkish, I directly code switch to English and I make the same speech with the same words in English also for the international students because I feel that I need to be fair in the classroom and everybody needs to hear the same thing but sometimes there are some cultural items. When you tell a joke in Turkish, you cannot translate it directly into English. So that joke, since it's the cultural item, that joke is the one that only Turkish students can understand but even then, I also try to translate the joke into English. At least trying to say that this is a joke about this but since it's a cultural item, when I translate it, it's not funny enough (I.5).

First, I check if they have understood everything, because until they are OK with the whole topic, I don't code switch. I actually never do that so that they wouldn't feel like, I don't know, there is like a secondary student feeling. (...) I always explain them. I mean, even if it's not the first weeks, but, you know, even if we know each other well, I always first explain them. "OK, guys, do you have any question about this topic? If not, your friend is asking something in Turkish and

I'm going to answer it.” Usually, I don’t take permission, but kind of let them know, so I think that is why they are OK with it (I.8).

I.6 stated that they tried not to use code switching when they had international students, but in the cases they felt the need to use code switching, they directed the international students to get help from the internet because explanations in their mother tongue are beneficial for them.

Well, yeah, I try not to. For now, my whole class is full of Turkish students. I use code switching more than often but in one of my classes, I have a couple of international students. But what I do is, for example, I'm explaining, let's say, the grammar or some sort of an important point. I tell them, please search up in your own mother language, your mother tongue, so that it will be easier for them as well because sometimes the only explanation we can find is from our own language. For example, “the” the article we used in English, we don't have it in Turkish. For example, in such situations, I tell them to please search it up and it also counts for international students as well (I.6).

Lastly, I.10 was the only instructor who talked about the relation between the international students and the level of the class. They stated they were more careful about the international students, especially if their language level was low. They also let the students know they would be code switching and they kept translating things for the students. The statement made by I.10 is as follows:

It would be right to answer this especially in terms of levels. If I am teaching a higher class, the medium level, I don’t (...) I don’t find myself using code switching... Actually, I don’t tend to code switching. At the same time, it isn’t experienced subconsciously. I teach my lessons completely in English. If and only if a student truly says, “I don't understand that, can you explain it in this language?”, I move on to code switching. But, you know, code switching also happens subconsciously. Sometimes, students may use different words from their mother tongue during the lesson. This could even be called teachers’ or instructors’ slip of the tongue. But I find myself doing this less in high-level classes, especially if there are foreign students... international students in those

classes. But when I go to lower grades, I know that the only language the international students can really communicate with me is English, so I pay attention to their understanding (...) and at the same time, if I need to use code switching in the classroom, I try to do it simultaneously. This can be tiring for me sometimes, but I also think that I am improving my simultaneous translation skills. Let's say I had to code switch, maybe something a little longer, I explain the same thing in English. This actually touches upon one of the previous questions, the timing issue. Unfortunately, timing is also affected, especially in lower grades, but I aim to never miss international students. (...) Actually, I don't know if this can be called a technique, but I tell the students beforehand that I'll be switching to Turkish. "I'll talk briefly in Turkish, then continue the same in English." or "I'll explain myself to our friend in Turkish, then I'll switch to English and we'll continue the lesson." Maybe giving them heads up is my technique here. Other than that, actually, there is no other situation that I think about and apply as a technique (I.10).

In the focus group interview, the instructors focused more on the management of the classroom in terms of code switching when they had international students. I.9 stated that they mostly used code switching for entertainment purposes and they preferred the jokes they could translate to appeal to all the students.

Like this (...) Let me say something again. Last year, I had the opportunity to joke about AROG, Cem Yılmaz's movie, and I was translating it somehow, and foreign students were laughing like that. A few of them even searched for the subtitled version so that they could watch it, they said, "Sir, we were very curious." That's it. In fact, it happened a lot and I had people watch scenes and translate the scenes. There were things like this, we had fun together. You know. I can say that I use code switching mostly for entertainment purposes, but if there are foreign students, I try not to do it too much if it is a joke that cannot be translated. So, if something happens in some way, that is, if I can appeal to both groups, then I prefer it more (I.9).

The other instructors shared different points. I.2 proposed that they got help from code switching as a function to cover cultural gaps or differences the students have. I.7 was the only instructor examining the case in a completely different way as they brought the view that the high number of international students causes the less use of Turkish or code switching among Turkish speakers, but code switching still occurring in the classroom among the international students, therefore they were worried about the use of the target language overall.

Yes, actually, what comes to my mind is... how should I say it? In fact, something came to my mind, not an example, function. Sometimes we talk about cultural elements, for example, we talk about food culture. There are a lot of Persian students in my current class, and when there is a meal, I ask them. I'm asking, 'sarma' in Turkish, do you have 'sarma'? How do you make it?" etc. I just let them talk to each other. It came to my mind as a function, so I thought I'd tell you. You know, sometimes it gets interesting. It varies from class to class, but if the class is all Turkish and all the students can help each other understand certain subjects, sometimes I don't switch at all. In fact, it changes from day to day and from class to class. I don't know, it's a bit complicated, I couldn't explain the question well (I.2).

I think differently, especially in the first track last year, there were a lot of international students, just the opposite of this track. The number of Turkish students was very low. I think the more foreign students there are, the less use of Turkish or code switching. Since the students could communicate with their own languages other than Turkish and English, at some point I had to disrupt to say, "Let's go back to English". Because we were the minority. Turkish students there, and even me, we didn't understand it. I mean, we always look at the issue from the other side, but I don't know. Is it necessary or correct to look at it this way or approach it this way? (I.7).

In addition, the instructors were able to have a discussion and exchange the techniques they used to manage the classrooms with international students and to deal with high use of code switching. As previously stated in the individual interviews, the instructors mostly

get approval of the international students before code switching and they try to translate everything after the code switching occurrences, similar views were found out in the focus group interview.

I.8 was actually interested in the topic because they were not able to share many comments on the issue, and I.3 complained that translating things in two languages wasted their time, so they were also interested in finding out about different techniques.

In fact, for myself, I cannot comment much since the number of foreign students has always been 2 or 3 max 4, and I have never encountered such a situation. To be honest, most of them were not foreigners in my class, but if there is a solution, I would like to hear it from my colleagues (I.8).

This is what I need, too. I can't think of anything right now because I usually say, "Yes, now I will tell you the same thing I told in Turkish, okay?" I do something like getting "OK". Apart from that, talking in English and then explaining the same thing in Turkish actually wastes my time. If there's anything I can do to overcome this, I'd appreciate it too. I can't think of anything right now (I.3)

When they were asked whether they did something different rather than getting approval or direct translation, I.2 and I.7 shared their ideas on encouraging interaction between students.

I.2 stated that they could support Turkish students' learning with the help of code switching, yet they could not help international students when they felt the need for the use of their mother tongue because they did not have the knowledge of these international students' language. Therefore, they shared the idea of pairing the international students so that they could help each other with the help of code switching in their own mother tongue.

For example, I have a student right now. She knows both Turkish and Persian, and her level in both languages is much better than his friend who only speaks Persian, and sometimes I say, "That person can help you.", I pair them up or sometimes give them a few minutes in the classroom. "Ask your friend, let her

help you if there are things you don't understand. If you still have anything on your mind, ask me.” The student, who is already at a good level, comes to me and says, "Teacher, you explained it like this in English, but did I understand it correctly?" By coming to me with questions like these, she actually confirms the information she learned by asking me. Then she goes and tells her friend (I.2).

Additionally, I.7 stated that they especially separated students with the same mother tongue into different groups to encourage all the students to speak in the target language.

You know, there are 5 international students, I create 5 groups on purpose so that at least one international student is in each group, so that others do not switch to Turkish, or vice versa, I try to make sure that international students who speak the same language aren't in the same group. (...) Even if it is something very simple or difficult, they are at least trying to say something. Otherwise, if the Turkish students are together, after a certain period of time, they will say, 'Böyle diyelim, öyle demeyelim.' ('Let's say this, not that.'), they switch to their own language (I.7).

To sum up, it is found that half of the instructors do not prevent code switching even when they have international students in their classroom. However, these instructors still follow certain techniques like translation or getting approval, so that the international students will not lose their concentration. On the contrary, other half of the instructors prevent code switching, and they use code switching only if they really feel the need when they have international students. They prevent code switching not to make the international students feel secondary.

4.1.6 Instructors' overall views on code switching

The last question of the interviews required instructors to share their overall perceptions on code switching. As this was the last question, it gave an opportunity to the instructors to think about the issue in a comprehensive way, apart from their own teaching practice.

I.3 and I.5 gave similar answers on the issue, stating that not using code switching was not very possible because every class was different, and teachers' practice depended on

the class. Both of the instructors highlighted how switching to the mother tongue could be beneficial. Their statements are as follows:

In my opinion, you know, code switching is realistic. Sometimes we have to do this. I mean, there are a lot of theories and approaches that we try to apply in our lessons, but sometimes they don't work because they are just all, you know, not that realistic. When you want to apply them with different students, it just doesn't work. So, I believe that sometimes we have to do this, and if we do that, sometimes it's going to be beneficial because they have to feel comfortable, and if they feel that they don't understand anything because we use English all the time, it's not going to be beneficial for them. In order to make them feel comfortable, sometimes I believe that we have to include using Turkish in our classes (I.3).

I think we should use it because it's almost impossible to not use it. Because, I mean, right now I'm teaching the teenagers and all of the time, they all just use their mother tongue, Turkish, Turkish, all the time and they don't have any reason to use English other than coming to school and I'm trying to find a way, like how can I use Turkish so that I can teach them English. It's a possible way to do it. (...) I'm trying to use the code switching so that I can encourage them, I can help them, I can ease the situation for them. Yeah, it's a useful tool, I think we should use it (I.6).

I.1 was the only instructor stating that there were not any negative aspects of using code switching, and as it was something supporting, it should not be accepted forbidden and should be used in the classes.

I actually think that my point of view is (...) I (...) code switching is not a (...) How can I say that? I mean, I don't know how to say this right now, but people usually think that you shouldn't use your mother tongue, it's a forbidden thing (...) It's seen as a forbidden thing. This situation, you teach a different language. It's not a forbidden thing, but, if you ask me, when used in the classroom, it is necessary especially for students who learn a different language. What can we say? It's an easing technique. (...) Let's not see it as something forbidden. It is

generally accepted as something that shouldn't be done. I think it should be used (I.1)

I.5 and I.9 were concerned with students' exposure to the target language, thus their views were shaped around the limited use of code switching or the mother tongue. I.5 emphasized the relation between students' thinking in the target language and their learning process. In line with I.5, I.9 also emphasized how they thought code switching was harmful for productive skills, speaking and writing.

(...) in general, I can say that the less we code switch in the class, the more helpful we can be with the learners. (...) when they start thinking or speaking or writing in their own language, the process, I mean, their learning process in a foreign language gets slower. It prevents them learning faster, or it doesn't help them. I mean, even if they use a word or a phrase or an idiom at that moment, thanks to the translation, then after the class, they directly forget about it (I.5).

I mean (...) Students generally say that they have a speaking problem, so I am against switching to Turkish in terms of it. They want to learn English, but they are too shy to speak it. That's why I'm against it, in that context, but I think it can be switched to Turkish in the context of explaining grammar, code switching is useful, in terms of grammar when explaining things. I don't need it much in writing classes, but in (...) it is necessary in reading classes. (...) For words and for sentences. They can't put some sentences together because they can't translate them into Turkish. That's why I think code switching should be done in certain lessons courses, but I'm against it in other classes such as speaking (I.9).

I.10 also stated their concern with students' exposure to the target language, yet they still put emphasis on the role of the mother tongue due to reasons such as students' level and the benefits that code switching provides.

(...) Some instructors, some of my colleagues, my instructor friends are completely against code switching and they have stated that they think it is very, very wrong. I think this is also related to class. Even if you speak English (...) literally all day long, to a class that doesn't have a sufficient level, unfortunately,

as an instructor, I've seen that you negatively affect their engagement, participation in the lesson, enthusiasm and motivation, or at least, my own inferences are that way. Then, with the research I did on L1, L, and code switching during my master's degree, I learned that code switching has an important place, and although I knew that it could disrupt some processes at a negative point and create problems such as timing, it is very useful for me to use code switching to the extent that the students can be completely sure of what I talk about, understand it, and put it into practice. So far, I've always received positive feedback. From a different point of view, I'd like to touch upon the issue of engagement again. (...) code switching is one of the effective methods I've seen throughout my process as an instructor. I definitely think that the first language, the mother tongue, has a place in a language classroom...in a foreign language classroom. All the time? No. Because, as I said, our main goal is to expose the student to another language, to ensure that they specialize in that other language, the language we are talking about, and increase their skills. However, if it is necessary to benefit from the native language, and if we share language with the students in a common way, code switching is useful. And I can say that it helped me in my practice so far (I.10).

I.8 stated the need for further research when it comes to code switching because the use of code switching depended on many different factors, yet they were still not against the use of it if the teachers are aware of it while using it.

Well, I think it requires further research maybe about it because every class is changeable due to its students, due to the teacher, even due to the topic. So, because there are many factors affecting it, affecting the reasons why the teachers do that. So, I can't say that I have a very certain idea about it. (...) I'm not against it. Yeah, I'm not against it. It is something that we can use if we really need it. If possible, not. But if you really need it, then I think it's not such a bad thing. (...) If we let it go, then it will be problematic not only for the foreign students, but also in the process of their ears and their brains getting used to listening English. That would be problematic. So, yeah, it shouldn't be the first thing to do but, if necessary, then it might be okay (I.8).

Something similar was stated by I.6, as they proposed the idea that code switching depended on the situation, and teachers should be aware of it.

(...) I mean, these are really situational. Most of the time I use English and English is more than enough but, in some situations, like I said, it's almost impossible to explain it in English. It's always, I think, it's going to happen. (...) we should be aware of it. Of course, the teacher should be aware of it. We should know what we are teaching, and we should be aware that the students will have some hard times or not (I.6).

I.2 stated that they completely supported the use of code switching if it is used appropriately and in a minimized way.

I don't completely hate the idea, actually, but, like, I support it. I support it, but I think we should be able to sometimes minimize it. I mean, sometimes I feel that I'm doing code switching a lot more than necessary. As a teacher, sometimes I need to stop myself. I need to, like, go further in code switching. It is good. It builds trust. It's like, sometimes, it's, how can I say? It makes you feel good as a teacher because you feel that your students understand you in your native language, but you need to arrange it, arrange the time that you spend code switching, I guess (I.2).

I.4 stated that they believed code switching should be used mostly for motivating the learners and should be minimized so that students will not get used to using Turkish all the time and will require the use of it when they are having difficulties for real.

(...) just to motivate them in general, it can be used, but other than this, of course, it shouldn't be like a habit, like, switching all the time from English to Turkish, because they are going to get used to do so, and they always ask us, the students ask us to explain it in Turkish all the time, when it becomes a habit. So, I avoid doing something like this, and just keep it to the minimum, you know (I.4).

Besides their previously shared thoughts, I.5 was the only instructor talking about the age groups and how they had different views on code switching depending on age of the learners.

First of all, I think we should differentiate the age groups of the students. In the younger age groups, code switching might not help a lot because, you know, when students start learning a foreign language at a younger age, it's quite helpful for them, and they learn in a very fast way, I think. But for adults, it might be helpful, because the, let's say, brain functions of adults get slower at a specific age, so that's why they might stop understanding even simple issues. So, with these age groups, with the young learners, I think it might not be helpful but with the adults, or let's say teenagers, it might be helpful. But in general, I can say that the less we code switch in the class, the more helpful we can be with the learners (I.5).

I.7 shared the thought of how the use of code switching completely depended on the students of a particular class, yet they still believe that code switching has more advantages than disadvantages.

(...) for enough level or enough amount of time, you need to use it due to the causes that I have just tried to explain for you as well. And also, if students say that “Hocam, we are not happy with the usage that you have set” or if I can just see some complaints about the international students, let's say, at those points, we should not use them, I believe. Otherwise, because of the benefits that we have just discussed with you, I believe overall it is more beneficial to use it than not using it at all. That is my point. (...) I believe that it has more advantages than disadvantages (I.7).

In the focus group interview, all the participant instructors were positive about the use of code switching in foreign language classrooms due to several reasons. I.2, I.3, and I.7 highlighted things like environment, students' psychology, and having the same mother tongue as students being advantageous. In addition, they supported the use of code switching in a more balanced way.

I also say (...) well, actually, I'm in the middle of the scale. Actually, we should know when, where, how, and for what purpose we use it. Sometimes it develops naturally, it happens spontaneously, the environment is nice, so you can't control

it, but mostly, as long as we know what we are doing and for what purpose, I think it will be a healthier thing (I.2).

I think we should definitely do it. Because we can teach without using our mother tongue. Nothing happens. It seems very idealistic to me, it doesn't seem realistic to me, because sometimes we need to code switch (...) We talked about the psychology of the students, their emotions, motivation, we need to use code switching to comfort them and we can also encounter low-level classes. We need to somehow teach them something and explain things to them. It isn't sometimes or always possible to do this in English. That's why I don't think there's any harm in doing it without overdoing it too much, if we also take our international students into consideration and find the balance (I.3).

From a different point of view, I can say that since we know both Turkish and English, knowing Turkish is also an advantage. If we never use it, it's like we're not taking advantage of it on purpose. That's why I think there is no harm in using it, of course, in the right amount and at the right time (I.7).

I.8 brought a view that was not stated by any of the other participant instructors. They stated that if there was a longer period of time provided for teaching and learning, they would not use the mother tongue, so that the students would learn the target language more naturally.

There is something like this: if we had 3-4 years to teach what we teach in this whole year, actually, I would not use Turkish then. We learned Turkish naturally from our parents, so students would also learn it somehow. But since there is no such thing, as long as we don't overdo it or make foreign students feel secondary, because there are deadlines, projects, etc., I think there is no harm in it, and we are obliged to do so. I mean, I don't really believe that anyone can make an A1 student learn very well by telling everything in English (I.8).

I.9 commented on the process of learning a foreign language rather than the use of code switching in foreign language classrooms. They believe that it would be better if learners

that are complete beginners are taught in their own language first. Moreover, their view was supported by I.2 to a certain level.

I think my statement will be very assertive. I think everyone should learn another language in their native language and then continue in some way. At least the grammar part, I don't know. I think it would be more useful to establish things and then put them into practice. I mean, because the level of some of our students is very bad. I had a Somalian student. I was asking something, even the simplest thing, but, "I mean, I mean, I mean, (...)" It was like this all the time, this is it. I mean, I didn't hear a sentence from the child. He was just saying his name and looking at me. You know, because he doesn't know anything in his native language and probably doesn't know how to use his own language very well, I had a hard time with him. We couldn't communicate in any way, I was trying to explain something, but it wasn't working. That's why I think everyone should learn something in their native language, then learn its grammar and basics, and then put them into practice. I believe it will be more useful (I.9).

As I.9 said, maybe separate classes for complete beginners can be created, how should I put it? It may be better if they start with their own mother tongue and learn the grammar subjects themselves, especially if they learn them from a teacher who knows their mother tongue (I.2).

The question on instructors' overall perceptions towards code switching led to an effective discussion on the implications of using code switching during the focus group interview. Everyone in the focus group proposed the idea that classroom interaction gets better with the use of code switching. Their statements are as follows:

I also noticed something about myself, which I want to talk about as a reflection. After I graduated from university, I was speaking only English. I mean, I was speaking only English in all my classes. While we were training, our teacher told us "You need to speak fully English unless there is an urgent situation.", so it's like as if language acquisition happens. After a while, I started speaking Turkish occasionally and noticed a stronger interaction with the students. And actually, over time, I realized that my teaching skills started to improve more, I started to

understand the students more. What are the students' expectations? What kind of character do they really have? In other words, what kind of individuals are they as humans? I started to understand these more when I spoke Turkish. This was actually a plus side. So, actually, it's not such a bad thing when I look at it. I don't think it's something we should stay away from, as we are told at university (I.2).

I agree. After all, this is our... well... this is our own language, I think the language we feel most comfortable in is Turkish, and the luxury of being able to switch to Turkish when we need, it gives us comfort. That's why, in my opinion, this is not something we should abandon completely, because I think teachers need to be comfortable and happy in the classroom environment, just as much as students need to be happy, so, personally, it makes me feel very good (I.3).

I also think positive things about this issue. Especially about what L.9 said at the very beginning of the meeting, there are jokes that fit well with certain topics or situations. When you make them, communication in the classroom becomes better, as my colleagues said. The students say things like "Oh, the teacher can tell jokes (I.7).

Also, students usually switch language when they want to interact with the teacher. For example, especially if I haven't started the lesson yet, I answer them because, obviously, maybe, I don't know, because of their age, they want to approach with a high school mentality and have a dialogue with the teacher, socialize, etc., and it makes them happy. When they are happy, I feel more joyful and I say okay, we can start more easily. "Okay, we chit-chatted in Turkish, we established our connection, okay, now it's in English." Actually, it can be especially good for an intro (I.8).

"It also creates a warmer environment in the classroom, which is good in that respect" (I.9).

To sum up the instructors' overall perceptions towards code switching, it is seen that they believe that code switching is beneficial in terms of supporting students' learning process. However, the instructors also stressed that it is better if the use of code switching is

limited, so that the students get used to thinking in the target language and problems regarding the exposure of the target language may be avoided. The instructors also believe that code switching supports classroom interaction.

4.1.7 Instructors' code switching examples from the lessons

After the completion of the individual interviews and focus group interview, 5 of the instructors (I.1, I.2, I.4, I.5, and I.10) were observed by the researcher to collect more data about the instructors' real teaching practice in the classes. The lesson observations were conducted with help of a checklist that is prepared based on the findings of the previously completed interviews.

The code switching incidents that occurred in the observed lessons are categorized into 12 functions. However, no code switching incidents were found in relation to 2 of the functions (sense of humor and cultural issues). 28 lessons were observed and code switching occurred 97 times for 10 different functions. In addition, it is also important to highlight that code switching was not observed in I.1 and I.5's two lessons each. Therefore, even though 28 lessons were observed, 24 lessons were taken into consideration in terms of the use of code switching. The functions of code switching and total number of the observed use of code switching can be seen in the table below:

Table 6. The functions of code switching from the observed lessons.

Functions	Total number of code switching	Percentage of the instructors exhibiting the function of code switching
Equivalence	23	100%
Repetition	19	100%
Drawing attention	12	60%
Explanation	10	100%
Classroom management	7	60%
Motivation	7	60%
Metalanguage	5	60%
Interaction	5	20%
Classroom procedure	5	40%
Conflict control	4	40%

Table 7. The use of code switching for equivalence

Function	Instructors	Total number of code switching
Equivalence	I.1	11
	I.2	8
	I.4	1
	I.5	2
	I.10	1

Out of 28 lessons that were observed, the most common function for the instructors' code switching was found to be equivalence. All the instructors preferred getting help from code switching when teaching new vocabulary to their students by giving them the equivalent of the word. In this context, equivalence refers to directly saying the meaning of the word when the students do not know it. It was found that even though the instructors sometimes gave the definitions of the new vocabulary along with the equivalent of the word, they sometimes directly gave the Turkish meaning of the word without detailed definitions or explanations. The extracts from the lessons of I.1, I.2, I.4, I.5, and I.10 can be seen below:

Extract 1

"We use this 'what a pity' expression when we are showing our disappointment. 'Tüh be, ne yazık' we call it in Turkish" (I.1).

Extract 2

"Stopover means mola. A short stay that you have in a place while you are on a long journey to somewhere else" (I.1).

Extract 3

"Invent, the job version is 'inventor'. In Turkish, 'mucit'. How do you say that in Persian or Arabic? It can be the same, is it the same? 'Invent' 'icat etmek', 'inventor' 'icatçı', 'mucit' (I.2).

Ss: **answers in their own language** (I.2).

Extract 4

“Luxurious has a positive association. Association means çağrışım” (I.2).

Extract 5

“They are identical twin brothers, right? Identical, benzer demek. (Identical, means similar). Biz buna tek yumurta diyoruz, they say identical. (We call this maternal; they say identical.)” (I.4).

Extract 6

“Decade means 10 years. What decade do you think it is from? 1980s? 1990s? 2000s? 2010s? 1950s? Which decade is it from? This photograph” (I.5).

Hocam, 10 yıl derken, 10 yıl öncesi gibi mi? (Teacher, when we say 10 years, like 10 years ago?) (S).

10 yıllık bir zaman dilimi. Mesela 1990’lar dediğimde 90’dan 99’a kadar olan bütün 10 yılı kapsıyor aslında. 70’ler dediğimde 1970’ler dediğimde aynı şekilde 1970’den 1979’a kadar olan 10 yılın tamamını kapsıyor. Decade dediğimiz böyle bir zaman dilimi. (A period of 10 years. For example, when I say 1990’s, it refers to all 10 years from 1990 to 1999. When I say 1970’s, the same, it refers to all the 10 years from 1970 to 1979. Whatever we call ‘decade’ is a period of time.) (I.5).

“Teşekkür ederim” (Thank you) (S).

“You are welcome” (I.5).

Extract 7

“Can you explain what ‘blood pressure’ is?” (I.5).

“Tansiyon (Tension.)” (S).

“Kan basıncı, tansiyon (Blood pressure, tension)” (I.5).

Extract 8

“The most common way of linking consecutive actions is with then or after that but not after. So, consecutive means devamlı” (I.10).

Table 8. The use of code switching for repetition

Function	Instructors	Total number of code switching
Repetition	I.1	11
	I.2	1
	I.4	3
	I.5	1
	I.10	3

After giving equivalent, the observed instructors mostly got help from code switching for repetition. In the context of this study, repetition refers to the use of code switching to clarify, emphasize, or reinforce meaning. The instructors used their mother tongue Turkish after the use of the target language English or vice versa. The extracts from the lessons of I.1, I.2, I.4, I.5 and I.10 can be seen below:

Extract 9

‘With whom was she waiting?’ yani ‘Kimle bekliyor?’ demek istemiş soruda. (‘With whom she was waiting?’, in the question it meant ‘Who was she waiting with?’) (I.1).

Extract 10

“We use present continuous for plans that you cannot change, that have a fixed time. Önceden alınmış ya da önceden konuşulmuş kararlar ve zamanlar için kullanılan bir tense. (This tense is used for the decisions that are made or talked about before or the times)” (I.1).

Extract 11

“October, November, (...)” (I.2).

“December” (S).

“Ekim, Kasım, Aralık. (October, November, December.)” (I.2).

Extract 12

“I do not like classical music. The auxiliary verb yani yardımcı fiil ne burda? (What is the auxiliary verb, helper verb here?)” (I.4).

Extract 13

You can say ‘You just missed him’ in American English. Yani ‘Tam şimdi çıktı, kaçırdın.’ falan diyoruz ya. (Like how we say, ‘he left now, you missed him.’) You just missed him. He was here but you just missed him. In British English, they use present perfect, in American English they use past simple. There is no difference in meaning (I.4).

Extract 14

“Copy the structures but do not copy the information. Kalıpları kopyalayın, oradaki kalıpları olduğu gibi kullanabilirsiniz ama bilgileri kopyalamayın. (Copy the structures, you can use the given structures directly, but do not copy the information.)” (I.5).

Extract 15

“Because and so basically mean the same thing but in different ways. We use because to express a reason. Bir sebep söylerken. (When telling a reason.)” (I.10).

Extract 16

She was in a hurry, so she was driving fast. This time, I express a result. Acelesi vardı ve bunun sonucunda hızlı sürüyordu. Result, sonuç bu. Neden acelenin olması, sonuç hızlı sürmek. (She was in a hurry, and a result of this, she was

driving was. Result, this is the result. The reason is being a hurry, the result is driving fast.) (I.10).

Table 9. The use of code switching for drawing attention

Function	Instructors	Total number of code switching
Drawing attention	I.1	-
	I.2	5
	I.4	-
	I.5	2
	I.10	5

3rd most common function behind the use of observed instructors' code switching was drawing attention. As it can be understood by the name, the instructors got help from the use of code switching to draw their students' attention by using their mother tongue occasionally. The extracts from the lessons of I.2, I.5, and I.10 are given as follows:

Extract 18

“The police know that she is the suspect here, değil mi? (right?)” (I.2).

Extract 19

“Although, bu önemli. (Although, this is important.) Put a star.” (I.2).

Extract 20

“Bu arada arkadaşlar (By the way, friends), while you are writing your descriptions of the place where you live, you had better use highlighted words here” (I.5).

Extract 21

“I think he will fail the exam. I do not think he will pass the exam, not ‘I think he will not...’ There is a difference here. Şurada ufak bir detay var arkadaşlar. (There is a little detail friends.) ‘I do not think’ is a negative expression, so the sentence that follows should be in positive form” (I.5).

Extract 22

I got up and got dressed, Then or after that, I made a cup of coffee. Şimdi bakın siz de kendinizi düşünün. Ders için uyandınız. (Now, think of yourselves. You woke up for the class.) I got up and got dressed and then or after that I turned on the computer and I joined the lesson. Right? (I.10).

Extract 23

“Şimdi önemli bir şey söyleyeceğim. But ile cümle başlamaz. (Now, I will say something important. A sentence does not start with ‘but’.)” (I.10).

Table 10. The use of code switching for explanation

Function	Instructors	Total number of code switching
Explanation	I.1	1
	I.2	3
	I.4	1
	I.5	1
	I.10	4

In the context of this study, explanation refers to making extra explanations on the topic. Grammar related explanations may also be categorized under this function, if they are not used directly during the grammar teaching process. The extracts from the lessons of I.1, I.2, I.4, I.5, and I.10 are as follows:

Extract 24

“She does not remember” (S).

Alright, here, it is not about remembering, okay? The problem is that she forgot to open it. Açmayı unuttu. Sen onu demek istedin herhalde. (She forgot to open it. I guess you meant that.) She forgot to turn on the microphone. ‘open’ değil de ‘turn on’ daha çok. (‘turn on’ is used more rather than ‘open’.) ‘turn on the microphone’, ‘turn off the microphone’ (I.1).

Extract 25

“We were at home yesterday afternoon” (I.2)

“Hocam neden the last afternoon olmuyor? (Teacher, why not ‘the last afternoon’?)” (S).

“Çünkü this is a fixed expression. (Because this is a fixed expression.) We say ‘yesterday afternoon’. Mesela başka ne denir? (What else can we say as an example?) You can also say ‘yesterday morning’ and ‘yesterday evening’ (I.2)

Extract 26

“Suzanna (...)” (I.2)

“does not like swimming” (Ss).

“Evet, does not like. Okay. (Yes, does not like. Okay)” (I.2).

“Why ‘does not like’?” (S).

“Çünkü (...) neden (...) why? No likes yanlış, değil mi? (Because (...) the reason (...) why? ‘No likes’ is false, right?) Grammatically wrong. No likes diyebilir miyiz? (Can we say ‘no likes’?) On Facebook, we can say no likes” (I.2).

Extract 27

“I am going to have coffee after class. So is my friend” (S).

“Okay, thank you” (I.4).

“Hocam örnekle ilgili soru sorabilir miyim? (Teacher, can I ask a question about the example?)” (S2).

“Yes, sure” (I.4)

“‘is going to’ dememiz gerekmiyor mu, kalıbın tamamı ‘is going to’ değil mi? (Should not we say ‘is going to’, is not the whole phrase ‘is going to’?)” (S.2).

“Hayır, o kadar uzatmıyoruz. ‘is’ demen yeterli yardımcı fiil olarak. (No, we do not keep it that long. Saying ‘is’ as the auxiliary verb is enough.)” (I.4).

Extract 28

“Joint 3rd olduktan sonra bakın 4th yok. Joint 5th olduktan sonra yani iki tane 5. olunca 6th yok. (Look, after joint 3rd, there is no 4th. After joint 5th, when there are two things ranking 5th, there no 6th.)” (I.5).

Extract 29

Şimdi, gayet Türkçede de kullandığımız gibi bir yapı aslında arkadaşlar. Ondan sonra, bir sonraki gün, iki dakika sonra, iki gün sonra, -dığında -diğinde (Now, friends, this is a quite similar structure to ones we use in Turkish. After that, next day, two minutes later, two days later, when, while), time words to say when or in what order things happened (I.10).

Extract 30

“Bu arada bu sequence neydi arkadaşlar? (By the way, what was ‘sequence’ friends?) Sequence?” (I.10).

“ (checking the dictionary) Sıralayıcı gibi bir şey diyor hocam. (It says something like ‘sorter’, teacher.)” (S).

Yani, doğru, daha da düzgün çevirisi şu şekilde, çeviri değil de mantıklı anlatmak istediğimde şöyle: sequence arkadaşlar bir sıra. Sıra vardır arkadaşlar. Bu time sequencerlarla siz o sıralı giden olayı anlatırsınız, yani bölersiniz. One by one. Sequence edersiniz olayı, sıralarsınız. (I mean, true, but a better translation is like this, not the translation but to make you understand better: friends, sequence is an order. There is an order, friends. You tell this order of events by separating with time sequencers. One by one. You sequence the order of events, you give the order.) (I.10).

Table 11. The use of code switching for classroom management

Function	Instructors	Total number of code switching
Classroom management	I.1	1
	I.2	4
	I.4	-
	I.5	-
	I.10	2

In this study, classroom management refers to keeping the students focused on the lesson and giving instructions. I.1, I.2, and I.10 used code switching in order to manage the classroom and ease the teaching process during the lesson. The extracts from the lessons of I.1, I.2, and I.10 are as follows:

Extract 31

“(Before showing the answer key.) Hadi bakalım. (Let’s see.)” (I.1).

Extract 32

“2 için A mı dedin? Bakalım. (Did you say ‘A’ for 2? Let’s check.) Hugo did not come to school last week. We have ‘last week’ because of that. Right?” (I.2).

Extract 33

“Sorularınızı bana sorun, tamam mı? (Ask your questions to me, okay?)” (I.2).

Extract 34

Put the sentences in the correct order. Cümleleri düzgün sırayla yerleştireceğiz. İlk bu gelecek, ikinci bu gelecek gibi. Burada bir hikâye var, cümleleri okuyup sıraya koyacaksınız. (We will put the sentences in the correct order. Like, firstly this one and secondly this one. Here is a story, you will read the sentences and put them in the order.) (I.10).

Extract 35

“Bu aktivite için size 5 dakika vereceğim. (I will give you 5 minutes for this activity.)”
(I.10).

Table 12. The use of code switching for motivation

Function	Instructors	Total number of code switching
Motivation	I.1	1
	I.2	4
	I.4	-
	I.5	2
	I.10	-

The study showed that the instructors sometimes used code switching to motivate their students to participate in the lesson or to praise their students in their own mother tongue. The instructors mostly addressed their students individually to make them share their answers. The extracts from the lessons of I.1, I.2, and I.5 are as follows:

Extract 36

“(Addressing a student), would you like to try?” (I.1).

“Efendim hocam? (Pardon me, teacher?)” (S).

“Bunu yapmak ister misin? Birincisini? (Would you like to do this? The first one.)” (I.1).

“Hocam onu yapamadım. (Teacher, I could not do it.)” (S).

“Tamam. (Okay.) Alright. That’s okay” (I.1).

Extract 37

“I do not mind (...)” (I.1).

“to do.” (S).

“After like, love, mind, what are we using?” (I.2).

“doing.” (S).

“*Aynen öyle. Tamam, aferin. (Exactly. Okay, good job.)* You remembered that.” (I.2).

Extract 38

“(Addressing a student) *Hangisini seçtin? (Which one did you choose?)*” (I.2).

Extract 39

“(addressing to a student) *Ne yazdın? (What did you write?)*” (I.5).

Extract 40

Have you ever seen any friendly taxi drivers here? Öyle şanslı bir arkadaşımız oldu mu aramızda? Friendly bir taxi driver bulabildiniz mi, denk geldiniz mi burada? (Do we have such a lucky friend among us? Were you able to find a friendly taxi driver, did you come across any here?) (I.5).

Table 13. The use of code switching for metalanguage

Function	Instructors	Total number of code switching
Metalanguage	I.1	1
	I.2	3
	I.4	1
	I.5	-
	I.10	-

Metalanguage refers to direct grammar explanations in the current study. I.1, I.2, and I.3 got help from code switching while making explanations on grammar and these grammar explanations were made during the grammar teaching process to facilitate the students' comprehension. The extracts from the lessons of I.1, I.2, and I.5 are given as follows:

Extract 41

“*Hocam, burayı bir daha anlatabilir misiniz? (Teacher, can you explain here one more time?)*” (S).

“Cümleleri mi? (The sentences?)” (I.1).

“Evet. (Yes.)” (S).

In the instructions, it says ‘Complete the conversation between two people with verbs in present continuous.’ All the sentences will be written with present continuous, *tüm cümleler present continuous ile yazılacak ve her biri de gelecekte yapılacak olduğunu düşündüğünüz planlar hakkında. (all the sentences will be written with present continuous and each of them is about the plans that we think will be done in the future.)* What are you doing? I am packing my suitcase. This one is about something you are doing at that moment. *Fakat bu cümle o an yapılan bir şeyle alakalı. (But this sentence is about something that is being done at that moment.)* Why? Because I’m flying to Vienna at 8 o’clock tonight. Here, depending on this time expression, this is something this person had planned before. *Ne demiştik, (What did we say?)* if you’re planning something before, if you arrange something, you can use present continuous tense, *değil mi? (right?)* So, that is why we wrote ‘I am flying’. *Present continuous tense’i hem gelecekte planladığımız şeyler için kullanabiliyoruz hem de aynı zamanda şimdi şu an yaptığımız eylemler için kullanabiliyoruz. (We use present continuous for the things that we planned for the future and for the things that are happening right now.)* Let me also translate it in English, we use present continuous for the things that are happening right now and for the things that you arranged before, planned before. It is used for both of them. Is it clear? (I.1).

“Hocam çok teşekkür ederim. Gelecek olduğu için kafam karışmıştı ama anladım. (Teacher, thank you very much. I was confused because of future time but I got it now.)” (S).

“Tamamdır, rica ederim. (Okay, you are welcome.)” (I.1).

Extract 42

There is a comfortable sofa in the living room. The answer is B. Neden B? (Why is it B?) Why is it B? Because of sofa. How many things? 1. Sofa is one thing.

‘Sofas’ olsaydı, plural, ‘some’ would be okay. (If it was ‘sofas’, plural, ‘some’ would be okay.) (I.2).

Extract 43

Daniela and Martina went to Dublin last weekend. Did you understand that? *Last weekend var, so ‘went to’, bir de ‘were’ diyemeyiz çünkü were’den sonra bir fiile ya da bir isme ihtiyacımız var. Mesela ‘They were doctors’ gibi. (There is ‘last weekend’, so ‘went to’, also, we cannot say ‘were’ because after ‘were’ we need a verb or a noun. For example, ‘They were doctors.’)* Daniela and Martina went to Dublin. Went to. (I.2).

Extract 44

“I will have the chicken with rice.” (I.4).

“So have I.” (S).

“No, have burada benim fiilim. Yardımcı fiilim başka bir şey burada. (No, ‘have’ is my main verb here. Here, the auxiliary verb is something different.)” (I.4).

“Would.” (S).

“No. Would mu bu? (Is this ‘would’?) I will have the chicken. O zaman cevap ne olacak? (What is the answer then?)” (I.4).

“So am I.” (S).

“No, will varsa ne diyeceğim? (No, what will I say if I have ‘will?’)” (I.4).

“Hocam ben anlamadım bunu. (Teacher, I could not understand this one.)” (S).

“Ne varsa onu ekliyorum, do varsa do, yardımcı fiil neyse, kafama göre değil. (I add whatever is given, if it is ‘do’, then ‘do’, whatever the auxiliary verb is, not randomly.)” (I.4).

“‘So will I’ mı diyeceğim? (Will I say ‘So will I?’)” (S).

“Evet. Tense neyse ona göre çekimliyorum. Burada I will, will yardımcı fiil. O yüzden ‘so will I’ diyeceğim. (Yes. I conjugate according to tense. Here it is ‘I will’, so the auxiliary is ‘will’. That is why I say ‘so will I’.)” (I.4).

Table 14. The use of code switching for interaction

Function	Instructors	Total number of code switching
Interaction	I.1	-
	I.2	-
	I.4	-
	I.5	5
	I.10	-

Among the observed instructors, only I.5 used code switching for interaction. When it comes to interaction, code switching is used to make the students interact with teacher or with each other. The extracts from the lesson of I.5 are given as follows:

Extract 45

“Alcohol is good for heart.” (S).

It is good for heart, but in small amounts, not in large amounts. Okay? Be careful with the amount of alcohol you take. If you drink it in large amounts, such as 5 or 6 or 7 beers at night, then it is harmful, but if you drink 1 glass of wine a day, it is beneficial. *Şimdi gidip de “aa bakın alkol yararlıymış” diye yaymayın etrafa sakın, ölçü önemli. (Do not go spread ‘you know, alcohol is beneficial’ now, amount is important.)* (I.5).

Extract 46

“Reading’e yeter mi zamanımız? Yetmez gibi. (Will our time be enough for reading? It does not seem like that.) (I.5).

“Bence yarıda kalır. (I guess it will be half finished.)” (S).

“O zaman hızlıca bir irregular verbs kahoot yapsak mı? Ne dersiniz? 10 soruluk falan, 5 dakikada. (Shall we quickly have an irregular verbs Kahoot then? What do you say? Like 10 questions in 5 minutes?” (I.5).

Table 15. The use of code switching for classroom procedure

Function	Instructors	Total number of code switching
Classroom procedure	I.1	-
	I.2	-
	I.4	-
	I.5	4
	I.10	1

Classroom procedure refers to talking about the announcements and homework or other important topics. It is important to emphasize that these important topics are not directly related to teaching the target language. The extracts from the lessons of I.5 and I.10 are as follows:

Extract 47

“Hocam bir şey sorabilir miyim? (Teacher, can I ask something?)” (S).

“Tabii ki. (Of course.)” (I.5).

“(talking about online homework) Ben dün giriş yaptım, level seçme var ya, kendi kodunla seçiyorsun (...) (I enrolled in yesterday, and there is level selection, you choose with your own code (...))” (S).

“Pre-intermediate seçeceksiniz. (You will choose pre-intermediate.)” (I.5).

Evet. Ben oraya yazdığımda kodu, bu kod daha önce kullanıldı diye bildirim geliyor, kabul etmiyor, kendi levelımı seçemedim. (Yes. When I wrote the code, I got a notification saying ‘this code is already in use.’, it does not accept it, I could not choose my level.) (S).

“Kitabındaki kod için mi daha önce kullanıldı diyor? (Does it say that for the code in your book?)” (I.5).

“Evet. (Yes.)” (S).

“Kitapları nerden aldın? (Where did you buy the books from?)” (I.5).

“Normal söylenilen siteden. (As usual, from the website that was told us.)” (S).

“Bana bu şekilde mail atar mısın? (Can you send me an e-mail that way?)” (I.5).

“Tamam. (Okay.)” (S).

Extract 48

Arkadaşlar, aranızda reading library’ye giriş yapmış olan var mı? (Friends, is there anyone who enrolled in reading library?) We talked about our Project, and I told you that there is a website, the reading library. You should get the code and enroll in it. Have you tried? (I.5).

“Hocam denedim ama giremedim. (Teacher, I tried, but I could not.)” (S).

“What is the problem?” (I.5).

“Kodu kabul etmiyor. (It does not accept the code.)” (S).

“Sorunun ne olduğuyla ilgili bana mail at, olur mu? (Send me an e-mail about what the problem is, okay?)” (I.5).

Extract 49

“Yoklamamızı alalım. Let’s take the attendance” (I.10).

Table 16. The use of code switching for conflict control

Function	Instructors	Total number of code switching
Conflict control	I.1	-
	I.2	2
	I.4	-
	I.5	2
	I.10	-

The use of code switching for conflict control refers to using mother tongue when criticizing. I.2 and I.5 got help from code switching when criticizing their students during the lessons. The extracts from the lessons of I.2 and I.5 are as follows:

Extract 50

“When was you born?” (S).

“‘Where was you born?’ diyebilir miyiz? (Can we say ‘when was you born?’) When were you born? You were.” (I.2).

Extract 51

“I do not be hungry”. (S).

“I am not hungry.” (S2)

“I am not hungry. ‘I do not’ diyebilir miyiz? ‘I do not be hungry’, aç olmamak ben. (Can we say ‘I do not’? ‘I do not be hungry’, not hungry me.)” (I.2).

Extract 52

“Arkadaşlar neredesiniz? Hepiniz mi uyudunuz? (Friends, where are you? Did you all fall asleep?)” (I.5).

Extract 53

“(when nobody answers the question.) No opinion. Tamam, o zaman bunu da skip edelim. (Okay, let’s skip this one too.)” (I.5).

In conclusion, it was found that the instructors used code switching for 10 different functions in their lessons: Equivalence, repetition, drawing attention, explanation, classroom management, motivation, metalanguage, interaction, classroom procedure, and conflict control. The most observed function is equivalence (23 times) and the least observed one is conflict control (4 times).

4.2 Discussion

In this subchapter, the presented findings are briefly discussed in relation to 2 research questions.

4.2.1 Discussion on the first research question

The first part of the first research question is ‘What are English instructors’ overall perceptions towards code switching?’.

3 different questions were asked to instructors during the interviews in relation to the first part of the first research question. The instructors were asked whether they used code switching, whether they allowed their students to use code switching in the lessons, and their overall perceptions towards the use of code switching in the foreign language classrooms.

As a result of the individual interviews and the focus group interview, it was found that all the instructors use code switching in their lessons occasionally, and they support the use of code switching for a certain level. They stated various reasons why they used code switching, and these reasons are in relation to students’ comprehension, classroom atmosphere, and classroom procedure. This categorization is very similar to what Sali (2014) proposed as academic, socio-cultural, and managerial.

All the instructors stated that they used code switching because they wanted to facilitate their students’ comprehension, and the instructors’ biggest reason for using code switching was students’ level. Horasan (2014) reached the same findings as she made a statement on how the teachers felt the need to apply code switching to facilitate

comprehension for low-level students. This is also supported by the findings from the lesson observations as several functions of code switching such as giving equivalent, repetition, explanation, and metalanguage are observed in the lessons. Moreover, majority of the instructors stated their reasons to use code switching to provide a better learning atmosphere and environment for their students. Based on their statements, it can be said that they find code switching beneficial for overcoming boredom, drawing attention, creating rapport, and these lead to a stress-free and friendlier learning environment as students feel more comfortable. The findings from the observed lessons support the view that code switching is used to motivate the students and draw their attention from time to time. The current study is in line with the findings from previous studies on classroom code switching. Ahmed and Jusoff (2009) put forward that showing psychological support makes students relaxed and this facilitates their learning. Lastly, the instructors also highlighted that they sometimes used code switching for announcements and other important things such as homework assignments. They clearly stated that announcing important things are not directly related to the students' language learning process yet how they are evaluated, it is important to make everything clear for the students, so that they will not misunderstand anything regarding evaluation criteria. In the observed lessons, the use of code switching for classroom procedure, referring to talking about the announcements and the other important things, is seen several times.

As the instructors feel positive about the use of code switching, they allow their students to use code switching once in a while. However, the instructors stated that they let their students use code switching depending on various factors such as their levels, the classroom interaction, and the number of international students. Half of the instructors also stated that even though they let their students code switch, they still tried to encourage their students to talk in English. This idea has a significant role when it comes to fasten the students' learning process because when the students are encouraged to talk in English, they will not get used to switching to their mother tongue whenever they face a difficulty. However, being aware of the fact that they are allowed to code switch to their mother tongue if they really feel the need will make them comfortable during the lessons.

The instructors hold positive views towards the use of code switching in English as a foreign language classrooms overall. It was found that the instructors find the use of code

switching natural. This is in agreement with what Cook (2012) claimed as he stated that the use of code switching is natural in a language classroom (as cited by Istifci, 2019). However, the instructors emphasized being aware of the use of code switching and keeping the use of it limited and balanced. This is also concluded by Adriosh and Razi (2019), the mother tongue should be used with awareness for facilitating the learning. Even though most of the instructors stated that they found code switching beneficial, when necessary, some of them could not deny the outcomes the excessive use of code switching may bring when it comes to students' exposure to the target language and the improvement of the productive skills, writing and speaking.

As the instructors' overall perceptions towards code switching are in relation to the factors they consider for their application or avoidance of code switching during the lessons, first research question is supported with the second part of it.

The second part of the first research question is 'What are the underlying factors of English instructors' application or avoidance of code switching?'.

2 different interview questions were asked to instructors during the interviews in relation to the second part of the first research question. The instructors were asked to share the factors they consider while applying code switching and their views on the contributions of code switching to the learning process.

Factors are the points that instructors consider while applying code switching in their lessons and they are quite significant as they shape the instructors' teaching practice and decision making for code switching during the lessons.

The biggest factors that are taken into consideration are students' level and international students as both factors are stated by 5 instructors each. Level is the actual factor that makes the instructors get help from code switching especially when teaching vocabulary and grammar. These are in agreement with previous studies. According to Burat and Çavuşoğlu (2020), as some English tenses do not exist in Turkish, it may be easier to facilitate students' learning if the explanations are in the mother tongue. Also, when it comes to vocabulary, teaching is supported with the use of code switching because students do not have enough English vocabulary (Rosa, 2016) and teachers can explain

abstract or cultural concepts (Tang, 2002). In the current study, one of the major factors being level is further supported with lesson observations as giving the equivalent of the words was observed 23 times, and the functions of explanation and metalanguage were observed 15 times in total.

Instructors' another big concern is the number of international students in the classrooms. They clearly stated that the number of international students in the classrooms affected their use of code switching because they felt the need to translate every single code switching incident. It is understandable why the instructors worry about the use of code switching when they have international students in the classrooms because they sometimes find the use of code switching helpful for providing better interaction between the students by making jokes, yet translating every joke is not possible. Therefore, the instructors stated that they try to keep the use of code switching balanced to have a better teacher-student relationship.

Institution's policy was one of the least stated factors by the instructors as it was stated by 2 instructors only. It was anticipated that the instructors would worry more about it as the institution follows a monolingual teaching approach, yet the instructors thought their teaching practice is individualistic and differs based on the classroom profile.

In addition to mentioned points, the instructors think that code switching contributes to learning process mainly positively. Most of the instructors talked about how code switching contributed to classroom atmosphere by giving an opportunity to create a better learning atmosphere for the students as the use of code switching makes the students less anxious.

The participants almost agreed that code switching contributes to learning process in a positive way by easing the process of teaching and explaining vocabulary and grammar, yet some of the instructors are worried that high use of code switching may hinder the exposure of the target language or may slow students' adaptation to the target language by causing them to get used to switching to the mother tongue and not thinking in English. Also, due to the existing differences between the mother tongue and the target language, code switching should be used carefully to prevent some possible confusions. Therefore,

the instructors mainly encourage the use of code switching for supporting the students psychologically and facilitating learning with the help of classroom atmosphere.

4.2.2 Discussion on the second research question

The second research question is ‘Does English instructors’ tendency to code switch (English-Turkish) differ depending on the number of the international students in their classrooms?’.

During the interviews, only 1 question was asked to the instructors in relation to the second research question. The instructors were asked whether they prevented the use of code switching in the lessons when they had international students in their classrooms. In addition, the instructors shared more information on the issue of international students such as the general atmosphere of their classrooms and the small techniques they find helpful and beneficial for the classrooms where there are international students in the classrooms while answering the regarding interview question.

Half of the instructors clearly stated that they did not prevent the use of code switching even when they had international students in the classrooms. However, all the instructors try to overcome the possible negative outcomes or challenges for international students by following several different techniques. Only 2 of the instructors directly stated that they prevented the use of code switching in the lessons when they had international students in the classrooms not to cause them to feel excluded.

Instructors inform their international students or get their approval before code switching so that these students will not get shocked or feel bad when they hear the instructors speaking in a language they do not know. Moreover, the instructors stated that they keep translating every use of code switching not to lose these international students. This is seen in the observed lessons too as the instructors used code switching for repetition quite a lot. Repetition is used for clarifying the meaning for all the students.

Besides translating, there are several techniques that are shared by the instructors such as simplification, effective use of the internet and online dictionaries, and encouraging student-student interaction by pair and group works. Simplification refers to making the instructions simpler instead of using code switching so that both Turkish students whose

English proficiency is low will be supported to understand things and the use of code switching will be prevented when there are international students. Concerning the use of the internet and online dictionaries, 1 instructor stated letting the international students get help from the internet to look for the explanations of the topic in their own mother tongue while they are explaining things in Turkish to save time, also, another instructor stated that they got help from online dictionaries to show the meanings of the words to the international students during the lessons. Lastly, interaction between the students is encouraged by taking the international students into consideration. 1 instructor stated that they sometimes make two international students with the same mother tongue a pair, so that the student with a better English proficiency can support the other by explaining things in their own language while they use code switching to explain things to Turkish students during the lessons. When it comes to group work, 1 instructor stated that they separate the international students to different groups so that the other group members, the majority of the classroom who are Turkish, will be encouraged to speak English, and the general code switching is decreased.

5. CONCLUSION AND SUGGESTIONS

Code switching is an ongoing issue in the field of English language teaching since the perceptions towards of the use of code switching may be highly affected on the context and by the participants. There are many studies previously conducted on the use of code switching with numerous participants in various settings focusing on participants' perspectives as well as the reasons, the factors, and the functions of code switching. Since the setting and the participants are significantly in the studies focusing on code switching, and as the teaching methods are materials differ, studies dealing with code switching may be conducted regularly.

The current study was conducted to present more findings to the literature and address a gap identified within the existing literature. Even though many studies previously focused on code switching in foreign language classrooms in different settings, majority of the studies followed the classroom participants who shared the same mother tongue, and the students with a different mother tongue are mostly excluded from the studies. However, due to globalized education and more and more students moving abroad for educational purposes, code switching should be examined in relation to multicultural and multilingual classrooms.

The primary aim of this study was to understand the perceptions of English instructors towards code switching teaching the classrooms including not only Turkish students but also international students. As a result of this study, the main reasons behind the instructors holding positive views on code switching was found to be the fact that it both facilitates the learning process and creates a better learning environment. Next, the underlying factors the instructors consider while using code switching in their classrooms were found. The major factors are students' level and the number of international students. These factors are not surprising as they were anticipated to be huge factors for the instructors. The instructors especially stated that they use code switching more to facilitate students' comprehension if they have low level of language proficiency. In addition, the instructors stated that they use code switching more freely and they do not worry about the issue a lot if all the students in the classroom are Turkish.

The instructors stated that the reasons behind their use of code switching are in relation to the students' comprehension, classroom atmosphere, and the classroom procedure. When focused on the details, students' comprehension is supported with code switching by the instructors due to students' target language level being low, and certain skills or subjects being difficult for them. The use of code switching to facilitate the students' comprehension is understandable because previously mentioned reasons, low target language level, and difficult subject and skills, make teaching process more challenging for the instructors. In addition, the instructors use code switching to create a stress-free learning environment for their students by overcoming boredom, supporting interaction, and drawing their attention. Creating a stress-free and friendly learning environment has a significant role in supporting the students' learning process, therefore the use code switching should be taken into account to ease the teaching process. Lastly, code switching is used to announce important things such as announcements, homework assignments, and general reminders. The use of code switching may be acceptable to the fact that these important points are not directly in related to the teaching or learning foreign language, but they are done to show the criteria on how to evaluate the students' learning and their foreign language proficiency.

However, even though many instructors believe that code switching is natural in foreign language classrooms, and it has many benefits, the use of it should be limited to prevent possible negative outcomes the instructors and the students might face regarding the process of language teaching and learning or the interaction between the classroom participants. As for the international students, it can be said that code switching may not be a huge problem for these students if the instructors are able to manage the situation with several small techniques such as translation and promoting student-student interaction whenever necessary.

All in all, it can be said that the use of code switching completely depends on the classroom dynamics, therefore the instructors should be aware of it and decide to benefit from code switching or not in accordance with the particular classrooms they teach.

Implications for ELT

Based on the findings of the current study, several implications can be suggested for the field of English Language Teaching (ELT).

First, English teachers should be aware of the advantages of code switching as well as its disadvantages. Being conscious of both the positive and negative sides of code switching may make the decision process for the appropriate use of code switching in the lessons easier. This study highlighted how the use of code switching has positive contributions for language teaching and language learning as well as the classroom atmosphere to improve the interaction between the classroom participants, the teacher and the students.

This study also focused on the relation between Turkish instructors' or students' use code switching and the international students. As the current study suggests, if the instructors are able to manage to situation or balance the use of code switching or try to use code switching consciously and get these international students' approval, there is no need for them to worry about the use of code switching when they have international students in their classrooms. The findings from this study showed that the instructors can benefit from several techniques such as pair/group work and effective use of the internet to include these students in the lessons even when code switching is used.

In conclusion, this study's findings show that English teachers can benefit from code switching as a strategy to overcome the challenges when teaching and to support their students learning process. Also, teachers should be aware of the fact that the use of code switching and the possible benefits or the negative outcomes of it depend on the classroom dynamics.

Suggestions for Further Studies

In the light of the current study, several suggestions could be made to further examine code switching in the English as a foreign language classrooms. Researchers interested in code switching and teaching English to speakers of other languages may consider the mentioned points.

The amount of code switching and the instructors' perceptions towards code switching may change depending on various factors, so more research is needed to come up with more comprehensive results. Therefore, in future research, the same study may be carried out with different participants in other settings and contexts with the help of same methods. Also, the number of total participants and observed lessons may be increased.

Additionally, the instructors in the study may be encouraged to keep a teaching diary about their own practice or write reflection reports after their lessons for a certain period of time to collect more data about the instructors' teaching practice compared to only lesson observations, and all these may be analyzed by the researcher later.

Another recommendation for future research may be to include students in the study. Students may be included in the study to understand not only the language instructors' perceptions towards code switching but also language learners' perceptions towards code switching. In connection with the current study, especially the inclusion of the international students may be taken into account for future research to collect more data about teachers' real teaching practice in the lessons and students' learning experience depending on the use of code switching.

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APPENDICES

Appendix-1: Informed Consent form and information on the study

INFORMED CONSENT FORM

The Perceptions of English Instructors towards Code Switching in English as a Foreign Language Classrooms

This thesis study titled The Perceptions of English Instructors towards Code Switching in English as a Foreign Language Classrooms will be conducted by Burçin Sever. This study aims to find out English instructors' perceptions towards the use of the mother tongue (Turkish) in English as a foreign language classrooms and the underlying factors behind their code switching. This study includes individual interviews, focus group interview, and also lesson observations. Participation in this study is completely voluntary and the information provided is considered confidential. Even if you agree to participate and complete a part of the study, you have the right to leave whenever you want. Filling this form shows that you agree to participate in this study voluntarily.

Throughout the study, all the interviews and lesson recordings will be kept by the researcher only. However, there will not be any names or signs to reveal your identity. You are highly requested to share your experience clearly as it is quite important when it comes to giving the researcher an opportunity to reveal objective findings on the issue.

If you have any questions now or at a later time, you may contact me.

Thank you for your time and participation.

English Instructor Burçin Sever

I confirm to have taken part in the
study.

Participant's Signature:

Participant's Name:

SECTION I – Code Switching and Content of the Study

Please read the given information about code switching and the study.

Recently, communication skill being the focus point of English teaching policy and planning the lesson syllabus based on the communicative approach underline how the exposure to the target language facilitates language learning. Therefore, the idea of the monolingual approach, which refers to English-only policy during teaching, has started to take place in English as a foreign language classrooms. However, because of the non-native English speaker teachers and their students who share the same mother tongue with them, code switching can be seen in the classrooms.

According to Lin (2008), classroom code switching is defined as “the use of more than one linguistics code alternatively in the classroom by the teacher and students” (as cited in Istifci, 2019)*. As the teachers and the students share the same mother tongue, classroom code switching can occur quite a lot in the foreign language classrooms. There are various perspectives on the issue of code switching and a huge number of studies dealing with whether there is code switching or not and the underlying positive or negative factors behind it in the foreign language classrooms. Also, the differences in English instructors’ teaching practices based on the conflict that code switching brings can be seen and this situation is worth examining.

In this study, finding out about English instructors’ perceptions towards code switching with interviews, the exchange of ideas by the instructors with the focus group interview, and whether their teaching practices in the classrooms match with their perceptions or not with the lesson observations are expected.

* Istifci, I. (2019). Code-switching in tertiary-level EFL classrooms: perceptions of teachers. *Journal of Language and Linguistic Studies*, 15(4), 1287-1299.

SECTION II - Demographic Information

Please fill in the given form.

Name and Surname (Names will be replaced with numbers to provide confidentiality):

Age:

Gender:

☐ Female

☐ Male

Educational Background:

☐ ELT

☐ Non-ELT

(If non-ELT, please specify:)

Highest Qualification/Degree:

☐ B.A

☐ M.A

☐ M.A in progress

☐ Ph. D

☐ Ph. D in progress

Teaching Experience:

☐ 0-2 years

☐ 3-5 years

☐ 6-10 years

☐ 10+ years

Appendix-2: Semi-structured interview questions

1. Do you code switch in your classes? Why or why not?
2. What are the factors that you consider when using code switching during your lessons?
3. How does code switching contribute to learning process?
4. Do you let your students code switch?
5. Do you prevent code switching when you have international students in your classes?
6. What do you think about using code switching in English as a foreign language classrooms overall?

Appendix-3: Transcription of the interviews

“Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*” ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



Appendix-4 : Lesson Observation Checklist

LESSON OBSERVATION CHECKLIST

The Instructor:

Level of the Class and Number of the Students (+ Are there any international students?):

Focus of the Lesson:

Did the instructor use code switching? ☐ Yes ☐ No

Did any of the students use code switching during the lesson? ☐ Yes ☐ No

(If yes) The instructors' answers are in

☐ the mother tongue (Turkish) ☐ the target language (English)

Total number of code switching:

Did the instructor translate everything he/she said in the mother tongue (Turkish) to the target language (English) or explained what he/she said depending on the international students?

☐ Yes ☐ No

What are the reasons for the instructor's use of code switching?

- ☐ 1. Equivalence (directly giving the meaning of the word when the students do not know it)
- ☐ 2. Repetition (repeating to clarify, emphasize, and reinforce meaning)
- ☐ 3. Metalinguage (explaining grammar)
- ☐ 4. Sense of humor (making jokes)
- ☐ 5. Cultural issues (when talking about cultural items or proper names)
- ☐ 6. Drawing attention
- ☐ 7. Classroom procedure (talking about the announcement or other important topics)

- ☐ 8. Classroom management (keeping the students focused on the lesson and giving instructions)
- ☐ 9. Motivation (motivating students to participate or praising them)
- ☐ 10. Interaction (keeping the interaction on)
- ☐ 11. Conflict control (when criticizing etc.)
- ☐ 12. Explanation (making explanations on the topic)

Extracts from the lesson



CURRICULUM VITAE

Burçin SEVER

Education

<i>Degree</i>	<i>Year</i>	<i>University, Institute, Department</i>
MA	2024	Maltepe University, Graduate School, Department of Foreign Languages, English Language Teaching
BA	2020	Istanbul University, Hasan Ali Yücel Faculty of Education, English Language Teaching
High School	2016	Şehremini Anatolian High School

Work Experience

<i>Year</i>	<i>Job</i>
2020 -	English Instructor, Medipol University

Accomplishments

<i>Year</i>	<i>Accomplishment</i>
2021	Scholarship for Graduate Students – Council of Higher Education
2020	Honor Student – Istanbul University
2018	Erasmus+ Exchange Program (Czechia)

